

INSPECTION REPORT

THE CHURCHILL SCHOOL

Hawkinge, Folkestone

LEA area: Kent

Unique reference number: 133367

Headteacher: Mrs Jennie Carter

Reporting inspector: Mrs June Punnett
17826

Dates of inspection: 10 - 12 March 2003

Inspection number: 249071

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Haven Drive Hawkinge Folkestone Kent
Postcode:	CT18 7RH
Telephone number:	01303 893892
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John Palmer
Date of previous inspection:	n/a

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17826	Mrs June Punnett	Registered inspector	science art and design history music English as an additional language Foundation Stage	Characteristics of the school Results and achievements Teaching How well the school is led and managed? What the school should do to further improve
1311	Barry Wood	Lay inspector		How well does the school care for its pupils? Partnership with parents
18466	Kevin Hodge	Team inspector	English design and technology religious education physical education educational inclusion	How good are curricular opportunities?
32218	Andrew Mumford	Team inspector	special educational needs mathematics geography information and communication technology	Pupils' attitudes, values and personal development
8139	Barbara Johnstone	Team inspector	supporting Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Churchill School is a newly formed school, situated on the old Battle of Britain airfield near Folkestone in Kent. It is currently smaller than the average size. This is the school's first inspection. Almost 30 per cent of pupils are identified as having special educational needs. This is above the national average. The percentage of pupils with statements of special educational need is below the national average. Three per cent of pupils are entitled to free school meals and this is lower than the national average. There are 128 pupils on roll organised into five classes. Pupils in Years 3 to 6 are in mixed age classes. There are seven pupils from minority ethnic families on roll, two of whom are at the early stage of English language acquisition. At the time of the inspection, there were 28 children in the Foundation Stage. During the last school year, 64 pupils entered the school other than at the usual time of first admission and four left it at a time other than that of the normal leaving or transfer for most pupils. This represents a high degree of mobility amongst the pupils in this school and is due to additional pupils continually joining the school since it opened in September 2001. Children's attainment on entry to the Reception class is broadly average, although it does vary from year to year.

HOW GOOD THE SCHOOL IS

This is an effective, oversubscribed school, popular with parents and pupils. There is a clear sense of community. By the end of Year 2 pupils' attainment in reading, writing, mathematics and science is average. As a result of the good quality teaching, and the good progress made by pupils, by the end of Year 6 pupils attain above average standards in English, mathematics and science. A high proportion of the teaching is good and the school is led and managed well. Pupils are very well looked after, their progress is well tracked in English and mathematics, and opportunities for extending their moral and social development are very good. There is room for improvement in the assessment of science and the non-core foundation subjects. There is also a need to raise the attainment of children in the Reception class in three key areas of their learning. The school is aware of this and has plans for development. The consistently good quality of the school's leadership and management and the good ethos that promotes a commitment to high standards mean that the school is well placed to improve further in the future. The school provides good value for money.

What the school does well

- By the end of Year 6 pupils attain above average standards in English, mathematics and science.
- The overall good behaviour and quality of relationships in Years 1 to 6 enable pupils to make the most of their opportunities at school.
- Good relationships with the local community sustain pupils' learning.
- The leadership of the headteacher is good and enables all members of staff to function effectively.
- The school has developed a very good partnership with parents.
- The care and welfare of pupils is very good.
- The quality of teaching in Years 1 to 6 is good overall.
- The governing body gives the school effective support.

What could be improved

- The quality of assessment, including marking, in science and the non-core subjects.
- The curriculum coverage of geography.
- Reception children's achievement in three Early Learning Goals, communication, language and literacy, mathematics and in their personal, social and emotional development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As this is a new school, there are no previous inspection judgements.

STANDARDS

The table shows the standards achieved by seven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	n/a	n/a	C	C
writing	n/a	n/a	D	D
mathematics	n/a	n/a	B	B

Key	
very high	A*
well above average	A
above average	B
Average	C
below average	D
well below average	E
very low	E*

The information above shows that compared with all schools, standards are above average in mathematics. They are average in reading, and below average in writing. Compared with similar schools, standards are highest in mathematics, and weakest in writing. The findings of the inspection differ slightly from the school's last test results and judge standards in reading, writing and mathematics to be average. The inspection finds standards in science to be average by the end of Year 2. This is an improvement on last year's below average results. In art and design, design and technology, information and communication technology (ICT), history, music, and religious education, standards are similar to those found in most schools. In geography, standards are below average, and there was insufficient evidence to make a secure judgement about standards in physical education.

There were no Year 6 pupils in the school in 2002; hence there are no national comparisons. By the end of Year 6, standards are above average in English, mathematics and science. There was insufficient evidence to reach a judgement about standards in music. The standards found in geography were below average. In art and design, design and technology, history, physical education and religious education, the standards are those expected for pupils of this age. Children in the Foundation Stage are not meeting expectations for their age in communication, literacy, language, and mathematics and in their personal, social and emotional development. In their knowledge and understanding of the world, creative development and physical development children attain the expected standards for their age. In Years 1 to 2, pupils, including those with special educational needs and pupils who speak English as an additional language, make sound progress and achieve standards which reflect their potential. In Years 3 to 6, pupils make good progress. However, children in the Reception class make unsatisfactory progress in three areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are good. Pupils enjoy coming to school and are eager to learn. They concentrate and make efforts to do well in most lessons.
Behaviour, in and out of classrooms	Good overall. The majority of children in the Reception class behave well. However, there are incidents of inappropriate behaviour which behaviour management strategies so far have not successfully addressed.
Personal development and relationships	Relationships are good. Most pupils are learning to be tolerant of each other and support each other. As they move through the school they are developing into mature learners.

Attendance	Attendance is satisfactory.
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TEACHING AND LEARNING

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

During the inspection, 17 per cent of the teaching seen was very good, 94 per cent was satisfactory or better. Six per cent was less than satisfactory. The very good teaching was seen in Years 1 to 6. The teaching in the Foundation Stage is satisfactory overall, but ranges from good to poor. In good lessons, the teachers ensure that the pupils fully understand the aims of the lesson, give purposeful demonstrations and support the pupils well. This promotes good progress in the pupils' learning. The weaknesses identified in the teaching are occasionally inappropriate activities for the age and developmental stage of the pupils, behaviour management, and the lack of developed assessment procedures in subjects other than English and mathematics. These factors lead to the pupils not making sufficient progress. The quality of teaching of literacy and numeracy is good and promotes above average standards in Years 3 to 6. The needs of pupils with special educational needs and those who speak English as an additional language are satisfactorily met. The school's provision for higher achieving pupils is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. It is unsatisfactory in the Foundation Stage, satisfactory in Years 1 and 2, and good in Years 3 to 6.
Provision for pupils with special educational needs	Satisfactory. Pupils receive satisfactory support in their learning.
Provision for pupils with English as an additional language	Satisfactory. The school supports two pupils at the early stages of learning English with limited help from the local authority.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall, with strengths in pupils' moral and social development which are good. The provision for pupils' spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Very good. Health and welfare issues are given high priority. Assessment procedures in English and mathematics are good; they are under developed in other subjects. The school's commitment to the support of all pupils is very evident.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior staff provide effective leadership and good educational direction for the school.

How well the governors fulfil their responsibilities	Good. The governors have worked hard to ensure The Churchill has a successful start as a new school. They are well prepared to take the school forward.
Aspect	Comment
The school's evaluation of its performance	Good. The headteacher has introduced good systems through which to evaluate the school's performance. She uses the information effectively to plan for improvement.
The strategic use of resources	Good overall. The school is appropriately staffed for the needs of pupils. The current accommodation is poor, but will change in the next two months when the new school opens. The range and quality of learning resources are satisfactory.

The headteacher and staff have a shared commitment to improvement and raising standards. The teamwork is very effective. Communications within the school, with parents, and with outside agencies are very good and contribute effectively to the quality of the organisation and curriculum provision. The headteacher is a good manager. She is committed to the school and its community and her effective personal skills enable her to motivate the staff. Funding is prudently spent to enable the school to manage its transition stage well. It supports planned priorities for improvement and ensures that principles of best value are consistently applied. The school makes best use of its resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Ninety-eight per cent of parents thought the school was well led and managed. • The quality of teaching. • Their children like coming to school. • Ninety-seven per cent of parents found the school welcoming. • The way the staff 'incorporate' new children into the school. • Universal satisfaction about the standards achieved by the school. • The way the school promotes honesty and knowing right from wrong. 	<ul style="list-style-type: none"> • A few parents expressed their concern about inappropriate behaviour of a group of boys in the Reception class. • Not all parents are happy with the school dinners. • Some concern was expressed at the transition from Reception to Year 1. • The quality of the site. • A few parents expressed concern about homework.

The inspection team agrees with parents' positive comments. They also agree that parents are justifiably concerned about the behaviour of a group of boys in the Reception class. When compared with similar schools, school meals are satisfactory. The school is already tackling the issue of transfer from Reception to the more formal National Curriculum in Year 1. The school and governors have worked hard to ensure the present school site is as safe and secure as possible, and this should be completely resolved at the end of May when the school moves into the new building. Of the parents who expressed concern about homework, that opinion was fairly evenly divided between those who thought there was too much, and those who thought there was not enough. The provision of homework is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Foundation Stage with average standards, although this does vary from year to year. They make unsatisfactory progress in three key areas of learning and do not reach appropriate standards in communication, language and literacy, mathematics and in their personal, social and emotional development, given their entry point. By the age of five, the children are likely to meet the standards found in most schools in their knowledge and understanding of the world, creative and physical development.
2. In the end of Year 2 tests in 2002, standards were average in reading, when compared with all and similar schools. The proportion of pupils achieving the higher Level 3 in reading was below the national average. In writing, standards were below average when compared with all and similar schools. The proportion of pupils achieving the higher Level 3 in writing was well below the national average. In mathematics, when compared with all and similar schools, standards were above the national average. The proportion of pupils achieving the higher Level 3 in mathematics was below the national average. In science, the assessments made by teachers were well below average in comparison with the national average. There are no previous comparators as this is a newly formed school. However, this group of pupils entered the school with below average levels of attainment, especially in language and literacy, and many pupils with special educational needs joined the school at different starting points.
3. The findings of the inspection are that, in Year 2, the pupils reach average standards in reading, speaking and listening, and mathematics including numeracy. In writing, standards are average. In all other subjects, including science, standards are average. There was insufficient evidence to make a judgement about standards in physical education. The expectations in religious education are met.
4. Pupils' mathematical and numeracy skills, are satisfactorily developed, and nearly all pupils are confident in using numbers. In science, pupils have a sound knowledge and understanding about how plants grow, and know how to conduct a fair test. Standards in information and communication technology are average, although the technology is not well used to support learning across the curriculum. In art and design, design and technology, history and music, standards are average. In physical education, there was insufficient evidence to make a judgement. In geography, standards are below average. Pupils' attainment in religious education meets requirements.
5. On inspection evidence, by the end of Year 6, pupils attain above average standards in English, mathematics and science. These reflect the abilities of the current Year 6 group of pupils. Speaking and listening skills are average, and often good. In information and communication technology, standards are average. In art and design, design and technology, history and physical education, they are average. The requirements are met in religious education. However, there was insufficient evidence to reach a judgement about standards in music. In geography, standards are below average

because there is insufficient coverage of all aspects of the subject. It is likely that the school's 2003 targets will be met in both English and mathematics.

6. Pupils with special educational needs make satisfactory progress towards the targets identified for them. Although attainment is often below that expected from pupils of a similar age, the majority of pupils achieve the targets set for their work. Higher attaining pupils make satisfactory progress in relation to their prior attainment.
7. There are a few pupils in the school, approximately five per cent of the roll, who speak English as a second language. Two of these pupils are at an early stage of the acquisition of English. Pupils who speak English as an additional language make satisfactory progress in learning English, and sound progress against their previous learning in general. They gain fluency in English relatively quickly, and are able to take part in all the usual activities the school offers.

Pupils' attitudes, values and personal development

8. Most pupils have good attitudes to their work. They clearly enjoy school. They manage well with the routines and are interested in what goes on, such as the hatching chicks. The school's ethos promotes positive attitudes to work and each other. There are good relationships between adults and pupils, and between most pupils. Pupils are courteous to visitors. The 'Buddy Stop' system in the playground means that no pupil need be alone for long. Older pupils are encouraged to be responsible for the younger members of the school community, and they play with them at playtime and assist at lunch. The good provision within the curriculum for pupils' personal development has a positive impact.
9. Overall the behaviour of the pupils is good, although a minority of children in the Reception class have not learnt to respect others and they cause upset to others. Other pupils behave well in lessons, responding positively to the high expectations of the staff. There have been no exclusions. In most classes learning is not interrupted by poor behaviour.
10. As they mature, pupils become increasingly confident in asking questions and in putting forward points of view. They take risks in their learning without being afraid of failure. Most pupils develop a sense of self-discipline which means they work hard even without direct supervision and they complete tasks. They work successfully individually, in pairs and in larger groups.
11. Most pupils respond well to challenge. All have targets set for them by the class teacher, and as they get older they take some responsibility for deciding when they have met them. Older pupils take delight in tackling fresh challenges, being motivated by good teaching.
12. Pupils with special educational needs are well integrated in classes and show an interest in their work. They are mostly well behaved and have good relationships with teachers, learning support assistants and each other.
13. The school's attendance is satisfactory since the opening. Two-thirds of the pupils have good attendance. Pupils who speak English as an additional language and half the pupils with special educational needs have below average attendance. Authorised absence is in line with national levels, but holidays taken during term time are a major reason for absence. Unauthorised absence is below the national average. Punctuality

at the start of the school day is satisfactory. The staff efficiently and courteously call the registers at the beginning of each session, and registers are neat and tidy.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching and learning is satisfactory overall in the Foundation Stage and good in Years 1 to 6, with some examples of very good teaching. During this inspection, 34 lessons or parts of lessons were seen. The quality of learning closely mirrored the teaching figures. The pupils who speak English as an additional language take a full part in the life of the school and progress appropriately with additional support.
15. The quality of teaching and learning for children in the Foundation Stage is satisfactory overall. However, children make unsatisfactory progress and reach below average standards in three key areas of learning, given their average entry point. Within this overall judgement, teaching and learning are satisfactory in knowledge and understanding of the world, creative development and physical development. In communication, language and literacy, mathematical development and personal, social and emotional development, the quality of teaching and learning is unsatisfactory. Although children's written work showed below average standards, their oral work was satisfactory. The quality of teaching ranged from good to poor, with one less than satisfactory lesson being taken by a student. Teachers' planning and the way basic skills are taught are satisfactory.
16. In Years 1 and 2, the quality of teaching and learning is good in English, mathematics, and science and promotes good progress and sound standards. The quality of teaching literacy and numeracy is good. In all other subjects the quality of teaching and learning is satisfactory. At this key stage, no unsatisfactory teaching was seen.
17. In Years 3 to 6, the quality of teaching and learning is good and promotes a good rate of progress and above average standards in English, mathematics and science. During the inspection no unsatisfactory teaching was seen. The quality of teaching and learning is good overall in all subjects. No lessons were seen in geography. There are no significant weaknesses in the quality of learning in these year groups where particular strengths are the speed with which pupils acquire knowledge, skills and understanding and the effort which they put into their work.
18. An example of the good teaching seen in Year 2 is reflected through a science lesson when pupils investigated the best materials for a rain shelter. Each group of pupils had a small toy or teddy to make a rain shelter for. The electronic microscope was used, with parental assistance, to explore the characteristics of various materials. Pupils used a wide range of materials such as foil, bubble wrap, cloth, Sellotape and glue to create their structures. They successfully made the rain shelters, which were then tested with a watering can to test their waterproof capacity. Pupils quickly decided that the foil-covered structures were the most effective as foil kept the boxes dry all round. Some groups used their mathematical skills well as they measured strips of foil to cover the box sides exactly. When recording their investigations, although pupils could explain well their methods and the reasons for their decisions they were not always successful in writing out their results. The majority of shelters produced were effective. Pupils made very good progress in this lesson due to the challenge of the task, their understanding of what was required and the continual support they received from the class teacher and teaching assistant.

19. Strengths of the teaching include the way in which the pupils' behaviour in Years 1 to 6 is managed and the lively pace of lessons. In Years 3 to 6, the expectations which the teachers have of pupils, the way in which they teach basic skills and their knowledge of the subjects that they teach are also strengths.
20. The weaknesses in the teaching in the school are in the classroom management and organisation of some lessons in the Foundation Stage, resulting in children losing their concentration and making unsatisfactory progress. Approaches to behaviour management are inconsistent and this results in a group of boys dominating lessons at the expense of other children.
21. Assessment procedures are not yet fully implemented in all subjects and this results in pupils making slower progress in some subjects such as science. The school has already identified this as an area for development. The quality of marking is variable and does not always show pupils how to improve their work.
22. Pupils with special educational needs receive good support, both in class and when they are withdrawn for additional work. Class teachers are aware of individual pupils' targets and ensure that appropriate work is set. Effective support is provided by learning support assistants. The teaching assistant who works exclusively with pupils with special educational needs has weekly meetings with each teacher to monitor progress and discuss next steps. Records are kept for individual pupils and these enable a pupil's progress to be accurately judged. Pupils who speak English as an additional language make sound progress with extra support.

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

23. As a newly formed school, the schemes of work and planning have been developed over the last sixteen months. There are severe constraints in terms of facilities, but the headteacher and staff have worked hard to ensure a broad and balanced curriculum. Due to lack of space, physical education cannot be planned or taught as effectively as if the accommodation was fully in place. To compensate, the school provides extended swimming sessions, and extra-curricular activities such as football and netball. The curriculum is planned in relation to both the National Literacy and Numeracy Strategies and teaching takes account of the recommendations in teaching these basic skills. The school follows the Kent Agreed Syllabus for religious education.
24. There is an appropriate range of curricular opportunities for all pupils in nearly all areas. The Foundation Stage curriculum for the under fives is broad, with an appropriate range of learning opportunities, but some areas are less well provided for such as outdoor play and physical development. Curriculum policy statements are in place for each subject, supported by schemes of work. These are planned to accommodate the mixed age classes. This ensures that the curriculum is broad, balanced and builds on previous learning, and one to which all pupils have equality of access. The curriculum is appropriately resourced, but there are plans to improve this provision when the new school is opened. It is further enriched by the provision of focused subject weeks such as in art and science for example, and with links with the local business partnership. Visits to the school by both artists and businesses working alongside the pupils have provided additional activities for them to experience. School visits are planned to enhance learning. For example, some pupils visited the science museum, the local miniature railway and a residential adventure week is planned with another school. The provision of French teaching further enhances the curriculum.

25. Planning is thorough and covers the appropriate range of activities for the pupils to follow. Day-to-day assessment gives the teachers sound information to plan future work, but teachers' marking is sometimes inconsistent and rarely gives clear guidance about how to improve. End of year assessments of English, mathematics, and science are good and the school makes use of the non-statutory tests it uses to assess pupils' abilities. Assessment in other subjects is not well developed. The school monitors pupils' individual performance and sets pupils targets in both English and mathematics.
26. There is sound provision for pupils with special educational needs. Pupils are supported in class or withdrawn for additional help, depending on the requirements of their personal learning plans. All pupils have access to the whole curriculum. The curricular opportunities for pupils with special educational needs are sound and they make appropriate progress. Individual education records are updated on a regular basis. The use of booster classes in English and mathematics for the oldest pupils is providing those pupils with good support. The learning for both the lower and higher attaining pupils is planned for effectively, and clearly, but sensitively highlighted on guidance for the teaching assistants. They support the staff well and help ensure that the school is very socially and educationally inclusive. This ensures equality of opportunity for all pupils.
27. The school provides a good range of extra-curricular activities helping to support the wider personal development of the pupils and enhance the curriculum. These activities include a club for recorders, netball, ballet, as well as football, and jazz dance. This helps to extend the curriculum, and compensate for the limited facilities the school currently offers.
28. There are some good links with other schools and with other outside agencies. The residential visit and weekend sporting tournaments with other schools help to widen the pupils' experiences. Fourteen other schools joined in with a project on soil investigations after the Reception class did their own work on the local environment. This has been extended to the local consortium of schools that set up a database to record the geology of the area. This is very much a community school with local people helping with reading, batik printing, and the sampling of different foods from other countries. The school put on a Christmas nativity play at the local church, and several members of local churches regularly visit the school to lead assemblies and help with religious education lessons. The parent-teacher association is strong and raises funds for the school to subsidise trips to the theatre and for swimming lessons, as well as helping with the development of the new school.
29. The provision for the pupils' personal, social and health education is good. The school's policy is thorough and covers sex education and drug misuse. Personal, social and health education is planned appropriately into the broader curriculum. Regular discussion times are undertaken where the children can talk about what concerns them. For example, during one lesson observed, the children were able to discuss and evaluate their feelings of 'calm' following a lesson where they wrote poems on the subject. There is a good policy on 'citizenship' that covers areas such as rights, responsibilities, and duties.
30. Overall, the opportunities the school provides for developing pupils' spiritual, moral, social and cultural development is satisfactory. The moral and social elements are stronger and are good features. Provision for pupils' spiritual development is appropriate. Assemblies provide suitable opportunities for pupils to reflect on other people's values and beliefs and a visiting member of the Salvation Army led a good assembly contrasting modern views of 'super heroes' with the character of Jesus.

Collective worship is planned on a thematic basis to ensure a wide coverage of spiritual and religious topics, and meets requirements. Opportunities to develop pupils' spiritual awareness through displays and through appreciating the natural beauty of the world through art and science are in evidence throughout the school. Opportunities to develop pupils' spiritual awareness during normal lessons are less evident.

31. The provision for pupils' moral and social development is good. The good relationships seen during the inspection are a reflection of the high moral and social values set by all staff. There is a strong sense of ethos, respect, and responsibility encouraged by the playground helpers and monitors. The limited number of school rules is displayed in classrooms, pupils know what is expected of them, and they clearly understand right from wrong. The School Council, with representatives from each class, provides pupils with the opportunity to develop personal responsibility and play an active part in school life such as discussing playground behaviour.
32. The school makes satisfactory provision for the development of pupils' cultural awareness. Religious education and assemblies effectively develop pupils' understanding of their own culture and major world faiths. The teaching of French widens the pupils' knowledge of the European community. The school benefits from helpers from other ethnic backgrounds, who share some of their cultures such as differences in foods. Other cultural links are developed using art from other cultures, and a developing range of visits is helping the school to broaden the pupils' cultural awareness. The multicultural aspects of society are recognised with assemblies covering important days of other faiths such as Chinese New Year. Due to the present accommodation, displays on other faiths, around the school, along with artefacts are less prominent. Overall, the school makes satisfactory provision in preparing its pupils for the diverse range of cultures found in society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Overall, the provision for pupils' support, guidance and welfare is very good. Since the opening of the school, there has been a very high priority given to all aspects of the provision. The new in-post headteacher and staff are developing a tightly bonded family atmosphere, which assists a thorough knowledge of all pupils and parents. They conscientiously accept their pastoral role with cheerfulness, enthusiasm and dedication, despite working in difficult conditions. Pupils feel well supported by this small, inclusive and well-integrated school community, without any loss of their independence, and they have good trust in all staff. Pupils believe that they are well looked after. Many older pupils promote the caring culture and positive ethos of the school with younger pupils. Each week two pupils with severe learning difficulties from a special school are integrated into the life of the school. Pupils' happiness and confidence within the school contribute greatly to their good levels of achievement, and are greatly appreciated by all parents.
34. The school has a sufficient range of good quality support, guidance and welfare policies. They are consistently implemented by well-trained staff who are well supported by a carefully written staff handbook. The school is very welcoming to outside education and health agencies that support the pupils on a routine basis or if there are specific problems. The school nurse supports the school well with routine medical checks, staff training, pupil counselling and sex education. No parent so far has asked for his or her child to be excluded from sex education sessions. The Kent Behaviour Support Unit gives the school very good support in helping pupils with emotional and behavioural problems.

35. The school has good procedures for identifying and assessing pupils with special educational needs. All pupils have personal learning plans. These are written by class teachers and shared with pupils and parents. The plans identify targets for literacy and numeracy, with personal and social development when required. A review of the progress made by each pupil is carried out termly and this helps to ensure that pupils' targets are met. Some of the assessment criteria on individual education plans for pupils with statements are not sufficiently specific for success to be identified. Good support is provided for pupils by outside agencies.
36. The school is very vigilant regarding child protection issues, and very good procedures comply with local requirements. All staff, including the teaching assistants, have been trained in formal procedures, which guarantee a professional approach to concerns. The school receives very good support from outside agencies, and social services in particular, and enables children to take the initiative in protecting themselves, through displaying the 'Childline' number.
37. The school is very mindful of the need to keep children safe in difficult working conditions in temporary buildings. Health and safety procedures are good and are well supported by an experienced governor. The school operates continual risk assessment and the headteacher is used to reviewing the site as a weekly event, but findings are only recorded for formal site audits. The site is safe as indicated by the low accident rate. Accident procedures are satisfactory and there are sufficient first-aiders, but medical care facilities are cramped. Office records are sufficient to support medical emergencies and dispense medication.
38. Overall, procedures for monitoring the personal and social development of all pupils are good. In the Reception class they are good, and are effective in contributing to pupils' learning. For the four out of ten pupils in the school who have special educational needs or for those who speak English as a second language, there is effective monitoring of their personal development. For the rest of the pupils, procedures are not in place, and are informal. They rely on teacher's classroom experiences and subsequent informal discussions with the headteacher. Pupils develop personal academic and non-academic targets with the teacher, and all pupils have personal learning plans. Parents are well involved with staff, where there are causes for concern, and professional agencies are involved if necessary. The school has a satisfactory special educational needs provision, which allows pupils to make satisfactory progress through sound individual educational plans with attainable targets.
39. Procedures for monitoring and improving attendance are good. From the start of their time in school, parents are given good information regarding their children's attendance. The school telephones parents on the first day if reasons for absence are not received. The monitoring and analysis of registers receive a high priority. The school receives a satisfactory level of support from the educational welfare service.
40. The procedures for monitoring and promoting behaviour are good, and are simply stated in three rules. Teachers in Years 1 to 6 understand the procedures well and are skilled in managing the behaviour of pupils, which enable the classes to have purposeful and harmonious learning, where pupils achieve well. A minority of boys occasionally disrupt the Reception class. The staff experience difficulty in implementing consistent procedures, and rewards are sometimes given to prevent poor behaviour. Throughout the remainder of the school, rewards focus on behaviour but encourage self-discipline. Sanctions are well understood by pupils and parents, and considered to be fair.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Since opening the school, the headteacher and staff have quickly developed a very strong partnership with parents. The relationship contributes greatly to the ease with which parents and pupils settle at the school, even when they have experienced problems at other schools. Parents' views of the school show a very high level of satisfaction, and inspectors confirm parents' positive views expressed in the questionnaire. Parents' high level of support for the school starts when they make a conscious choice of the school over others, even when they have to patiently await the opening of the new building, and the school site is presently difficult for pupils, staff and parents. Parents particularly like the welcoming and caring ethos of the school, and that it works hard to include all pupils fairly whatever their previous backgrounds. They admire the headteacher and staff for their open and personal style and for trying to make the school a focal point for good in the new community.
42. There are no significant areas of parents' dissatisfaction. A few parents expressed concerns about specific aspects of the school. The behaviour of a few children in the Reception class worries some parents and is confirmed as an area of difficulty for the school by the inspection. The inspection team do not agree with the few parents having concerns regarding homework, which is judged as satisfactory, or being well informed on progress, which is judged as a good area.
43. Many policy documents show that the school wants to build a strong partnership with all parents in line with its mission statement of 'honesty, responsibility and moral courage'. The headteacher and staff are proactive in meeting parents at either end of the day, so that all parents have very good access to teachers and support staff. Together, they have trusting informal conversations, and parents' concerns are listened to and corrective action taken. Some parents help in the classroom and many parents play a role in the school. Four elected parent governors are enthusiastic and knowledgeable and represent the school well. The parent-teacher association raises large levels of funding through the involvement of the parents and the community, and assists the development of the family ethos of the school. The parents' impact on the smooth working of the school is very good. They sign the home-school agreements and most parents are supporting the school well by improving the attendance and punctuality of their children.
44. The quality of information for parents is good. The prospectus and the annual governors' report to parents are good quality documents that contain all the points of statutory information. Along with the weekly 'Churchill Times' and the parent-teacher association newsletter, they represent the essential character of the school well. Notice boards for parents are inadequate due to the lack of space, and parents would benefit from a greater awareness of school policies. Written letters engage parents' interest, are regular and timely and are respectful to the role of parents. Annual reports to parents have positive features, as they give sound feedback about pupil's abilities and performance in all subjects of the National Curriculum. They do not contain references to performance against past targets, and do not specify future targets in subjects. Reports seek the views of parents, but pupils do not contribute their thoughts on the past year.
45. Arrangements for meeting parents of pupils with special educational needs are satisfactory. Parents are regularly informed of the individual targets set for their child. Frequent opportunities are provided for parents to discuss their child's progress with both class teachers and the co-ordinator. Parents of pupils with statements agree their own contribution to ensure progress is made.

46. Parents make a very good contribution to pupils' learning at home, and many parents are involved in helping their children. They gain a good view of homework through their children's homework folders and they are informed of topic work through the newsletters. Parents enthusiastically enjoy curriculum evenings and many are actively engaged in a range of courses such as 'Teach Your Child to Read.' They are given sufficient time to discuss their children's progress at information evenings. Parents of children entering the Reception year are well supported with good information and this helps them and the children to settle quickly into school routines. The parents of pupils with special educational needs are well involved in developing individual educational plans with attainable targets, so that they can provide support at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The quality of the school's leadership and management is good. The leadership of the school ensures clear educational direction. The school has a good ethos. The Churchill aims to provide a secure, happy environment that builds on success at an individual level. It is successful in meeting this objective. The school has taken appropriate steps to ensure that the performance management policy is implemented in the agreed time-scale. The governing body fulfils its responsibilities well. The school is well placed to improve in the future.
48. The headteacher is well supported by the deputy and other members of staff. The monitoring, evaluation and development of teaching by the headteacher are satisfactory, and the literacy, numeracy and science co-ordinators have had opportunities to monitor lessons. However, the non-core co-ordinators have yet to have the same opportunity. The headteacher recognises the work needed in the Foundation Stage to ensure children reach their potential and she has already put an action plan into place. Assessment is well used in English and mathematics and is a developing area in all other subjects. There is a shared sense of responsibility in the school; staff want to do the best for the pupils that they teach. All support staff share the same philosophy and work collaboratively to achieve their agreed values and aims. The school has satisfactory links with other local primary schools and pre-school providers. Seven months after opening, the school obtained the 'Investors in People' award. The governors' intention for the school to work in partnership with the community is successful. The school development plan supports the school's priorities well. This is a caring school underpinned by valuing and respecting each individual's contribution.
49. The school improvement plan outlines developments for three years and has been used whilst the school waits to move to the new buildings and further expand to become a larger primary school. The raising of the profile of the school's management, the provision of adult education childcare courses for parents and the review of the behaviour policy are highlighted as areas for development.
50. The special educational needs co-ordinator, who is the headteacher, provides effective leadership. The learning support assistants make a valuable contribution to the provision for special educational needs pupils. The co-ordinator ensures that governors are regularly informed about the provision for these pupils. One teaching assistant is designated solely for working with pupils with special educational needs. She meets weekly with each class teacher to discuss pupils' progress.
51. The school actively promotes equal opportunities through its daily life. The school makes good provision for inclusion. It has accepted a number of pupils from other schools who were experiencing problems and difficulties. A specific example of the inclusive approach was seen during the inspection with a severely disabled pupil from a

special school that joined in with a Year 3 and 4 music lesson. Another school refuser in the older classes has been integrated well. As a starting point his first visit to the school included him joining in with bubble making. Pupils from different ethnic backgrounds are integrated effectively, but their traditions are given value by having assemblies on the Chinese New Year for example. Other faiths are included in coverage in religious education, although the general displays and artefacts reflect the dominant cultures and traditions found in the school. Within lessons, there was no evidence that particular groups of pupils were excluded or made less progress. The mixed ages of some classes and the small year groups, Year 6 for example, made focused teaching possible and was enabling these pupils to make good progress.

52. The newly formed governing body is supportive of the school, and through its committees are informed about curriculum and resources issues. The finance committee carefully monitors the finances of the school. Funding grants allocated for staff training are used well. Funds for special needs and those small funds for pupils who speak English as an additional language are well managed and used prudently to support pupils.
53. There has been no recent audit report; however, the management of finances is good. Management of the day-to-day money matters by the administrative officer is good. Best value principles are applied in the use of services and resources. The governing body meets its strategic responsibilities in managing the school and planning for the use of resources. Individual governors are developing links to subjects and make informal and formal visits to the school. There is a good working relationship with the management of the school. The strategic role of governors is good.
54. The current mobile accommodation is poor, although the staff makes effective use of all the accommodation. The environment around the school does not yet provide easy access to learning outside the classroom. The playground is used for the pupils to play with large wheeled toys for example, but this is limited. The new accommodation will allow the curriculum to be taught effectively overall, especially in physical education. It is planned that pupils will design a wildlife garden on the new site. Learning resources are satisfactory in all subjects, although musical instruments are rather sparse at present. The current staffing meets curriculum needs. Induction of staff new to the school is good, as is the mentoring of newly qualified teachers, and has resulted in them being quickly integrated into school routines. Teaching staff work well with support assistants to ensure provision for pupils with special educational needs matches their individual needs. Pupils benefit from well-trained support assistants, who are fully briefed about the needs and requirements of pupils. Statutory requirements are met in all areas.
55. Currently the average costs per pupil are higher than average due to re-organisation funding. However, the quality of the school's leadership and management and of the teaching, the above average standards achieved by pupils by the end of Year 6, the very good links with parents and the quality of the provision for pupils' moral and social education, mean that the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the headteacher, staff and governors should take action to address the following issues:

- (1) improve and develop the quality of assessment, including marking, in science and the non-core subjects;
(Paragraphs: 21, 25, 48, 80, 86, 89, 99, 103, 106, 111)
- (2) ensure that the curriculum coverage of geography is more secure;
(Paragraphs: 4, 5, 95)
- (3) raise Reception children's achievement in the three Early Learning Goals of communication, language and literacy, mathematics and in their personal, social and emotional development by:
 - (a) providing clearer behaviour and work expectations to children;
 - (b) having higher expectations about children might be capable of achieving;
 - (c) providing work that more closely matches the needs of individuals;
 - (d) making clearer the expectations of the teaching assistant's role in the classroom;
 - (e) improving the links with the 'stepping stones' when marking children's work;
 - (f) setting clear behaviour targets for those who behave inappropriately.(Paragraphs: 1, 9, 15, 20, 40, 42, 48, 56, 57, 58, 60, 61, 63, 64)

Other issues to be considered by the school:

- fully implement the school's plans for developing ICT across the curriculum.
(Paragraphs: 4, 86, 97, 106, 112)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	6	17	9	1	1	0
Percentage	0	18	50	26	3	3	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	128
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupil
Pupils who joined the school other than at the usual time of first admission	64
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

Unauthorised absence

%

%

School data	94.9
National comparative data	94.1

School data	0.4
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	11	6	17

<i>National Curriculum Test/Task Results</i>		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	9	11
	Girls	6	6	6
	Total	17	15	17
Percentage of pupils at NC level 2 or above	School	100 (n/a)	88 (n/a)	100 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	9
	Girls	6	6	6
	Total	15	17	15
Percentage of pupils at NC level 2 or above	School	88 (n/a)	100 (n/a)	88 (n/a)
	National	85 (85)	89 (89)	89 (89)

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	98	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	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	1	0	0
No ethnic group recorded	1	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

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21.3:1
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	169

Financial information

Financial year	2001/2002
	£
Total income	231,063
Total expenditure	204,818
Expenditure per pupil	3,012

FTE means full-time equivalent.

Balance brought forward from previous year	0
Balance carried forward to next year	26,251

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	105
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	22	5	0	0
My child is making good progress in school.	59	36	4	1	0
Behaviour in the school is good.	47	42	5	2	4
My child gets the right amount of work to do at home.	36	49	7	4	4
The teaching is good.	72	26	2	0	0
I am kept well informed about how my child is getting on.	60	28	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	73	24	2	0	1
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	64	27	9	0	0
The school is well led and managed.	67	31	2	0	0
The school is helping my child become mature and responsible.	54	41	4	1	0
The school provides an interesting range of activities outside lessons.	56	35	6	1	1

Parents were all very positive about the new school, especially the leadership by the headteacher. Parents' only real concern was the inappropriate behaviour of a minority of boys in the reception class.

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

56. The school makes sound provision for children in the Foundation Stage. The school admits up to 30 children into the Reception class. At the time of the inspection, 28 children attended full-time; 11 children were still under five. Almost all children have had playgroup experience. Most children begin school with average skills in speaking and listening, literacy and mathematics when compared with children nationally. This is confirmed by baseline assessments. Three children are identified as possibly having special gifts or talents. Personal, social, emotional and physical skills are also satisfactory on entry. Children are on target to meet the early learning goals in their creative and physical development and knowledge and understanding of the world. In communication, language and literacy, mathematical development and personal, social and emotional development, teaching is less effective and children are unlikely to meet the early learning goals in these areas. Relationships with parents and carers are very good. This results in children settling quickly into their new surroundings.

Personal and social and emotional development

57. Most children enter the Reception class with the expected levels in their personal and social development. The inconsistent quality of teaching by all staff means that children make unsatisfactory progress in this area so that by entry to Year 1, they are unlikely to attain the expected levels. Almost three-quarters of the children respond positively to school rules, and their behaviour is good. They are confident in their approach to learning tasks and when talking to other children or adults. Relationships are supportive and children learn to share equipment, co-operate in their play and show concern and respect for each other. However, a quarter of children in the class has yet to learn how to share or take turns. Their behaviour is less than satisfactory, especially during outdoor play and whole-class sessions. Calling out during carpet sessions is seldom corrected successfully as the behaviour is repeated. There is a lack of consistency between what is said by adults and what actually happens. As a result children receive inconsistent and unclear messages about the adult's expectations. On occasions inappropriate behaviour is rewarded and this gives the wrong message to other children who are trying their best. Children with special educational needs and those who speak English as an additional language are identified early and are included in all activities. Their needs are understood and met, and activities are well matched to their prior attainment. Children take responsibility for a range of duties including taking the register back to the office and tidying up at the end of sessions.

Communication, language and literacy

58. Most children enjoy listening to stories and readily share books with each other and adults. Adults use talk to good effect, showing that they value what children say. Most are good at questioning children to extend their learning. All staff make their expectations clear to children who, as a result, mostly listen carefully and begin to express their own views clearly. In whole-class discussion time, more could be done to record speaking skills and use this to plan the next development for all children.
59. Elements of the Literacy Framework are used, including both word and text level work. Progress in reading is satisfactory as a result of satisfactory teacher knowledge of basic skills development. A very few children have early reading skills that exceed the expectations for their age. Children know how books work and understand that print

conveys meaning. A few children have made a satisfactory start to early letter sound development. Children have access to a range of good quality books and thoroughly enjoy opportunities to read to adults and to each other. Parents are very supportive through regular home reading.

60. Supplies of paper, pens, crayons and pencils are available and children have opportunities to write freely in the 'pizza shop'. Children are not confident writers and work sampling shows that children have made unsatisfactory progress since September. More could be done to develop a systematic approach to early writing, based on regular assessments of children's progress. When marking children's books little reference is made to link the children's work to the 'stepping stones', and this makes it more difficult for staff to measure children's progress. Many children lack secure pencil control, as a result the majority of their writing is poor. Many show incorrect letter shapes in their writing and are unable to write simple sentences unaided. The work analysis showed that very few children were able to correctly identify initial sounds, and it was very difficult to understand what some children were trying to write. Overall, children's progress in this area of learning is unsatisfactory and they are unlikely to meet the early learning goals by the age of five.

Mathematics

61. This area of learning is weak due to low teachers' expectations. Children enter the school with average number knowledge. However, they make unsatisfactory progress during their time in the Reception class. A very few more able children can write numbers up to ten, whilst average and less able children struggle beyond five. Less able children have difficulty in understanding the concept of simple addition. The more able children are beginning to know how to combine cubes to make seven, for example, $4+3$ and $6+1$. The work set for children of different abilities is the same, and as a result many children struggle with the concepts and make unsatisfactory progress. Children are unlikely to meet the early learning goals for mathematics by the age of five.

Knowledge and understanding of the world

62. Children enter the school with a sound understanding of the world around them. The teaching assistant is satisfactorily used to support activities, enabling sound development of children's speaking and listening skills. For example, some children use materials from the building site to create structures: 'We built a pipe, we put more bits together. We put a long piece of wood on the floor so the water doesn't flood the road'. From their stories and from talking about events that have taken place, children understand aspects of the past in relation to themselves and their families and are beginning to distinguish between fact and fiction. Children enjoy using computers. They control the mouse and approach new learning confidently, well supported by adults. The quality of teaching and learning in this area is satisfactory, and it is likely that children will meet the early learning goals by the age of five.

Physical development

63. Children make sound progress in their physical development. They are confident in their use of space in the playground and display agility. Children have access to a range of large wheeled outside toys but at present there is no climbing and balancing equipment in a safe and secure environment. A few share and take turns in a very agreeable way. Other children argue, tug and pull apparatus from other children and generally do not show the ability to share and take turns. When asked to stop, one boy

flatly refused to let go of the trike, but his refusal was handled well by the teaching assistant. Staff plan and effectively provide a satisfactory range of activities to help children develop skills in handling simple tools, malleable materials and construction kits. Such activities support the children's eye and hand co-ordination and their fine motor skills. In lessons, especially when using the construction toys, the majority of children follows simple safety rules and uses equipment sensibly. The quality of teaching and learning in this area is satisfactory, and children are likely to meet the early learning goals by the age of five.

Creative development

64. Children make satisfactory progress in this area of learning due to the satisfactory quality of teaching and learning. Children are likely to meet the early learning goals in this area by the age of five. Children use paints boldly and have an independent approach supported by established routines for the care of resources. They explore colour and texture using a variety of materials and can explain how things look and feel. Children cut and paste adeptly and persevere until they are satisfied with their results. They join in confidently when singing in assemblies or performing number and nursery rhymes in their classrooms. They sang 'The Dinosaur Song' enthusiastically and tunefully. They show confidence in their own singing abilities. The provision for imaginative play is satisfactory and most children co-operate amicably. Role-play supports literacy work in the classroom. For example, the class is reading 'The Runaway Pizza'; the role-play area is a pizza shop. Children move confidently, the majority play agreeably and respond positively to the interest and attention of adults. Children with behaviour problems find sharing and taking turns more difficult.

ENGLISH

65. As a new school only the present Year 3 have taken national tests. They achieved results in 2002 that were broadly in line with the national average and equal to those of similar schools. The proportion reaching the higher levels in writing was well below that of schools nationally. The number of pupils who joined the school during its opening phase has varied throughout the year and should be considered when assessing the school's performance. The number of pupils taking the tests at the end of year 6 will only be five, and makes comparisons with other schools insecure. The high mobility factor in the school, and the higher than usual proportion of pupils with special educational needs that entered the school in Year 2 are important factors when judging pupils' progress. These factors have had a negative impact on standards.
66. The inspection findings suggest that by the end of Year 2 the pupils reach the expected standards in reading, writing and in their speaking and listening. By the end of Year 6, the pupils attain standards above the national expectation in all three areas. A good proportion of the Year 6 pupils is on course to achieve the higher Level 5. This is due in part to the focused teaching Year 6 receive, the well-planned literacy curriculum, and the quality of the teaching that is consistently good.
67. By the end of Year 2, the pupils make good progress in speaking and listening. This is because the teachers engage the pupils in an appropriate range of discussions that include topics such as responses to art, and specific times such as 'hot seating' that motivate them to talk. At the same time, this process enables them to develop good listening skills. A good example was seen during a lesson in Year 2, where the pupils were discussing how Red Riding Hood felt after her encounter with the wolf. The use of role-play greatly enhanced the learning and progress the pupils made in this well-taught lesson. When asked for their questions for Red Riding Hood, some good

discussion and thoughtful responses ensued. The pupils listen particularly well during discussions, assemblies, and when the teacher is explaining what to do. Their good behaviour helps them, and allows others to both speak and listen with little distraction.

68. The pupils make good progress in Years 3 to 6 and by the end of Year 6, the pupils reach above average standards. The oldest pupils have a mature and thoughtful approach to their discussion. They contribute effectively during lessons and informally to both the class teacher and to visitors. They have a good range of vocabulary, and clearly explain how they run the school council for example or their hopes for the new school building. In the mixed Year 3 and 4 class, the pupils suggested very relevant and thoughtful words and phrases to change the tone of a poem into a more tranquil one. Older pupils also engage sensibly in more informal times such as their personal, health and social education lessons.
69. Standards in reading are satisfactory at the end of Year 2. The pupils are enthusiastic readers, and some children read with above average fluency and expression. The school's successful literacy strategy ensures that there are regular opportunities for reading individually, in a group and as a class when the pupils share 'big books' together. The sounds and names of letters are taught appropriately in the younger classes so that the pupils are acquiring good methods for tackling unfamiliar words. The pupils in Year 1 enjoy their written work, and the way in which letter sounds were taught was lively and motivating. For example, it helped the pupils to find lots of different words beginning with the letters 'st' 'ch' and 'tr' and they enjoyed the teacher's lively approach. The pupils have good reading habits. They take their books home regularly and know the importance of their contact book. The higher ability pupils can express a preference for the type of books they like reading, and their accuracy and expression are good.
70. By the end of Year 6, the pupils read confidently and reach better than expected standards. The pupils encounter a variety of texts that are used as a basis for work during literacy lessons. Many pupils now confidently select books by more difficult authors. One boy talked enthusiastically about his enjoyment of books and his most recent one 'Goodnight Mr Tom' had motivated him to read much more. In the oldest class, the pupils read about myths and correctly identify the use of illustrations, alliterations, and the use of repetition. The older pupils have opportunities to read a range of factual texts from the Internet. This often supplements information they gather from books as part of their work in history and geography. The use of the temporary library is broadly satisfactory, and pupils do have regular 'library skills' sessions. As yet the library is not used effectively for reference purposes, and only the oldest pupils understood the 'Dewey' system of numbering for example. The arrival of a substantial number of additional books will give the opportunity to develop these skills.
71. The pupils' writing skills by the end of Year 2 are satisfactory and there are signs of improvement since the beginning of the school year in the way many of the pupils now sequence their writing. This is because they have been encouraged to plan their writing and redraft it appropriately. For example, their past work in writing instructions to make a ham and tomato sandwich, to writing simple stories, showed the range of work they cover. Work that is more recent shows they are developing a clearer structure to their writing, and their spelling ability improves as they progress through the year. In a Year 2 lesson, good teaching motivated the pupils to write about 'Red Riding Hood', and to write some alternative versions of their own. This extended their thinking, and many made plausible attempts to rewrite the story. The day-to-day work is supplemented effectively by regular handwriting and spelling revision. The classrooms also provide an attractive support in all classes and some have areas that have

commonly used words on display. Others have writing corners, such as Year 2 for example.

72. The pupils in Year 6 make good progress in writing and reach better than expected standards. They learn how to enrich their writing by using a range of stylistic devices such as metaphors and similes when appropriate. Many of them are becoming increasingly selective about the language they use and employ good use of vocabulary. Some write effectively in different styles. For example, their 'concrete' poems written in unusual ways showed some original thinking. In a Year 3 and 4 class, the pupils suggested good alternatives for the words of a poem reflecting their developing vocabulary. Other past work indicates that they write for a number of different purposes such as postcards in Years 3 and 4, and letters to the council in the older classes.
73. In Years 1 to 6, the pupils' handwriting skills are satisfactory overall, and some produced by the oldest pupils is of high quality. There are effective strategies to support the lower attaining pupils, and the teaching assistants provide sensitive support in extra activities and in booster groups that helps them make sound progress.
74. In Years 3 to 6, the teaching is good overall, and was very good in one lesson. Standards in literacy are secure because the classes are generally well taught. A target of 82 per cent has been set for the proportion of the pupils reaching the expected levels and it is likely this will be achieved. The literacy activities are well balanced and the teachers have a secure knowledge of how to teach English. They show a high level of commitment to raising the pupils' literacy attainment by encouraging them to enjoy reading and writing. The school has assessed and moderated writing across the school and formed a portfolio to help judge the standards produced by the pupils. They take time and trouble to select texts that will appeal to both boys and girls. The pupils generally take pride in their work and the teachers recognise their efforts. However, the marking of work does not consistently inform the pupils of where they could improve. Spelling and reading activities provide useful homework tasks.
75. All the pupils benefit from having identified targets; some noted inside their exercise books to remind the pupils what is expected of them. The lower attaining pupils and those identified as having special educational needs are well supported by their teachers and, where available, the classroom assistants.
76. The co-ordination of English is good. The co-ordinator has evaluated aspects of the subject to identify strengths and weaknesses; this has informed the school's planning. All pupils benefit from the regular assessments of their reading and writing. Careful analysis of their attainment and progress in these important skills forms the basis of subsequent teaching. The assessment procedures are satisfactory in English. The co-ordinator has clear plans for the development of the library in the new building, and books have started to arrive. It is an overall positive picture for the subject.

MATHEMATICS

77. There were no Year 6 pupils last year. The pupils currently in Year 6 are working at above average levels, with a majority on course to reach a higher level than the national average. There are too few pupils to identify any differences in the performance of boys and girls.
78. Last year's Year 2 pupils attained above average standards in the national tests. However, a lower than average proportion reached the higher levels. Many pupils were late arrivals into the school, and many had special educational needs so their achievement was good. Overall, this year group entered the school with below average levels of attainment. Evidence from the inspection suggests that this year's results will present a similar picture, with girls achieving better overall than the boys.
79. By Year 2 pupils have made satisfactory progress. Most can work competently with numbers up to one hundred, and the more able to a thousand or more. They collect data to complete block graphs. Most pupils know the value of different coins and are able to do simple calculations relating to money. They know the names of simple shapes, and are increasingly accurate using standard measures. As they move through the school they use multiplication and division with increasing confidence. By Year 6 they have a good knowledge of fractions and proportion, confidently investigate mathematical problems, and are beginning to use simple formulae. They are able to discuss their strategies for mental calculations and for problem solving. They check their results to ensure they are reasonable. They use correct terminology in both their written and oral work. Shapes and angles are accurately measured, and pupils can draw, and know all the symmetries of 2-D shapes. They collect data and confidently record them in tables.
80. Overall, the teaching of mathematics is good. It is satisfactory in Years 1 and 2, and good in Years 3 to 6. Teachers' subject knowledge is very good in Years 3 to 6. Together with good planning, this enables them to ensure that all pupils make good progress. The more able are appropriately challenged through being set additional or different tasks. There is less challenge for the more able in Years 1 and 2. Pupils who find the subject more difficult are well supported throughout the school, so they try hard. Teachers plan appropriately for them and often teaching assistants work with these groups to support learning in lessons. The pace of lessons is good, and teachers use good questioning to target individuals and assess whether a concept has been understood. Relevant homework is used to consolidate learning. Termly targets are set for each child so they know what they need to improve. However, marking does not usually give pupils any indication of how they could improve their work, so is not developmental.
81. Most pupils enjoy mathematics. They are enthusiastic, and in the oldest class pupils took delight in good-humouredly pointing out errors made by the teacher. This was able to happen because of the very good relationships between adults and pupils, a feature of every class. They make an effort to use the correct terminology whenever possible. The more able enjoy the challenge of investigations.
82. The subject is well led and managed by the co-ordinator, who is a leading mathematics teacher for the local education authority. She uses information about assessment and the quality of teaching well to identify strengths and weaknesses. This aids the planning process for future years. She has also developed the resources available for teaching mathematics.

SCIENCE

83. In Year 2, standards are average. By the end of Year 6, standards are above average. There were no Year 6 pupils in the school for the 2002 national tests. There is no previous inspection data as this is a new school. The previous Year 2 pupils achieved below average standards in the 2002 end of key stage assessments by teachers. Teachers have tackled the previous weaknesses in the 'materials' and 'investigations' aspects of the curriculum and this is leading to improved standards in the subject. Pupils with special educational needs and those who speak English as an additional language achieve standards that reflect their abilities. No significant differences in the attainment of boys and girls were observed.
84. The quality of teaching and learning is good overall. It is satisfactory in Years 1 and 2, and promotes satisfactory progress. In Years 3 to 6 the quality of teaching is good overall. Pupils in Year 2 show average factual knowledge of living things, life processes, properties of materials and physical processes. As a result of the previous insufficient emphasis by the school on investigations, pupils' attainment in scientific enquiry methods is not as good as it could be. By the age of seven, pupils sort and compare materials, have some knowledge of forces and work on an investigation about the impact of different surfaces on the distance travelled by a car. The pupils often record their results using the computer. They produce block graphs and produce lists but often do not show how this information is used. In Year 1, work shows pupils' ability to have some sense of the human life cycle. Behaviour is good overall but frustration sets in when tasks are too complex for the pupils' abilities. Teachers' knowledge is satisfactory and results in appropriate factual learning. The planning and expectations for higher achieving pupils are satisfactory.
85. The above average attainment, at the end of Year 6, is due to good teaching, which results in good learning and good progress. In the Year 3 and 4 class, the work is challenging and well matched to the different abilities in the class. Pupils know which items need electricity in order to work and make accurate predictions about circuits before testing them. They know how to change the brightness of a bulb by changing the parts of a circuit, and there is good evidence of progression of skills as pupils move through the key stage. In Year 6, the good standard of teaching was clear in the lesson seen on identifying food groups to discover the effect of diet on the health of 18th century sailors. This work showed good challenge and high expectations. In both classes, teachers have good subject knowledge and ask good questions, lessons are lively. The higher attaining pupils know how to conduct experiments, make predictions, simply interpret their results and draw conclusions from their investigations. Pupils' work on the computer during the science lessons seen had no relevance to science, and as such was not supporting their subject learning. Pupils of above average attainment confidently discuss their scientific work using accurate vocabulary. Behaviour is good in lessons and pupils show positive attitudes towards the subject.
86. The leadership of the subject is satisfactory overall. A clear policy is in place although it lacks identification of the provision for pupils who speak English as an additional language. A commercial scheme has been purchased to support units of work in Years 3 to 6. All lessons have been monitored by the co-ordinator at least once during the past year. Assessment is at the early stages of development and is not yet having a significant impact on standards. The subject is enriched by the weekly science clubs, and the staff's enthusiasm for the subject. The school has undertaken an extensive environmental study linked to the building site this enhances learning. Literacy and numeracy support learning in this subject to a good standard. There is a need to improve the more appropriate use of ICT during science lessons. Resources are

satisfactory, although more are planned for the older pupils once the school moves into the new building. Attention to health and safety is good.

ART AND DESIGN

87. It was only possible to see one art and design lesson in Year 1 during the inspection and, therefore, judgements also include evidence from displays, work sampling and from discussion with pupils and staff. The evidence indicates that pupils reach national expectations by the ages of seven and eleven. Pupils with special educational needs and those who speak English as an additional language achieve similar standards to other pupils. All pupils achieve satisfactorily as skills are taught progressively. Pupils show good attitudes to their work; they concentrate well and show satisfactory creative development.
88. The quality of teaching and learning at Key Stage 1 is satisfactory. This judgement is based on the one lesson seen and the work scrutiny. However, the display evidence shows that pupils are not given enough opportunity to develop fine detail in both their observational and imaginative work as brushes are often too thick for this type of work. Teachers' expectations are good, as they inspire pupils to be creative in their representations of the world. Large paint creations in Year 1 enable pupils to gain some sense of perspective. Pupils make papier mâché pigs and, linked to their work about materials in history and science, they create clay tiles at Dover Museum and collages using man made materials. There are satisfactory links with ICT as pupils in Year 2 use the 'fill tool' to add colour when creating pictures in the style of Kandinsky. They have a limited knowledge about the works of other artists but can identify the similarities and differences between Mondrian and Van Gogh.
89. As no lessons were observed in Years 3 to 6 it is not possible to make a judgement about the quality of teaching and learning. Planning shows lessons well organised with clear learning objectives. Assessment is underdeveloped in the subject, and is not yet informing planning. Sketchbooks are used inconsistently to promote good standards in the subject. Older pupils use viewfinders well when drawing aspects of a 'fruit' still life composition. Their representations of tulips in a vase are of a good standard and show close attention to line and detail. Years 5 and 6 paint realistic self-portraits showing a good sense of perspective and colour.
90. Leadership in this subject is satisfactory. The co-ordinator has some good ideas of how to develop the subject and this will be expanded when the responsibility is taken over by a new teacher in September. The monitoring of lessons is planned after the move to the new building in May. Pupils have not yet had the opportunity to visit galleries to support their learning. The accommodation is poor, but resources are satisfactory. However, there is an insufficient range of resources that reflects works of art from other cultures and times. The accommodation is a temporary issue as the school moves into the new buildings during the May half-term. Pupils are working with local artists to create a mosaic for the front of the new school building. These links enrich pupils' experiences. Where it is possible to display work, displays are good, especially in Years 1 and 2. The use of ICT in Years 1 and 2 is good, and satisfactory in Years 3 to 6.

DESIGN AND TECHNOLOGY

91. No lessons were observed, but the subject is planned and time-tabled appropriately during the year. Due to the limited space the school currently has, most completed work is taken straight home. Based on the evidence from discussion with the pupils, some photographic evidence and some completed models, the pupils reach standards that match the national expectations throughout the school.
92. In the Year 1 class, the pupils worked together to produce some printing using different techniques and put squares of material together to form 'Joseph's Technicolour Dream Coat'. In the Year 2 class, the pupils designed different shapes using string. They proposed simple designs, made them using the string, and then used them to print onto fabric. These squares were then sewn together by the children. Other work included making piggy banks using waste material such as newspaper and egg boxes. The finished pigs looked well made; the pupils had pride in describing how they were made.
93. By the end of Year 6, the pupils explain the design process confidently. They understand the importance of planning and explain that ideas need to be sketched out and refined first. They can use words such as 'improve' or 'modify' correctly when speaking about designing. They can evaluate the performance of the things they have made. For example, their moving toys had a number of good features that they thought could have been designed even better. Discussion with the pupils indicates that they confidently try out ideas and consider why some approaches are less successful than others. Evidence from the work and of finished projects, along with photographic records of activity, confirms that the quality of teaching and learning is sound across the school.
94. The subject is managed appropriately and the co-ordinator has an understanding of the requirements of the curriculum for the subject. The co-ordination of the subject is satisfactory overall. Currently, in the temporary accommodation, some classes do not have access to running water and the current space for practical work and for storage of resources is very limited. Consumable resources are just adequate, but this is recognised and there are plans to purchase more when the new building is opened. Assessment in the subject is satisfactory and the co-ordinator has begun to evaluate pupils' work across the school. The monitoring of teaching is not yet in place due to the accommodation difficulties; however, it is planned to begin during the next half-term.

GEOGRAPHY

95. Limited evidence was available during this inspection, and it was not possible to observe geography being taught in Years 3 to 6. Standards are in line with national expectations by the end of Years 2 and 6, the teaching observed was satisfactory but curriculum coverage is unsatisfactory in Years 3 to 6.
96. By the time pupils leave the school, at the end of year 6, attainment is average. They know the main features of the water cycle. Most of them record these details well in their books. They have studied the local issue of a proposed new bypass and the effect it would have on the village. They know that water is in very short supply in some places in the world, but some of their own writing indicates pupils' stereotypes are reinforced rather than challenged. In Years 1 and 2 pupils consider the local environment and the effect that litter has upon it. However, not all the work identified in the school's planning documentation has yet been taught, leading to an inadequate coverage of some areas of study.

97. Teachers are developing links with other subjects. ICT is used for graphs and for some Internet research. There is clear guidance for teachers on how to use ICT, but it has not yet been put fully into practice. Other subject links are in the early stages of development.
98. Pupils generally enjoy geography, and show an interest in the issues raised by the study of this subject. They behave well in lessons and make thoughtful comments.
99. The subject is satisfactorily led by the new co-ordinator, who has good knowledge of the subject. She has identified the areas of weakness and has devised strategies to improve them. She has already improved the resources available, which are now satisfactory. It is planned she will monitor teaching and pupils' work in the future. Plans for assessment are in place but have not yet been implemented.

HISTORY

100. Only one history lesson was seen during the inspection, in Years 1 and 2. However, the scrutiny of work, teachers' planning and discussion with the co-ordinator indicates that by the ages of seven and eleven pupils' attainment in history meets national expectations. In Year 1, pupils are learning to look at and compare the famous people. A child's view of a famous person included 'Obi Wan Kanobe' from Star Wars, alongside Florence Nightingale. They also order pictures of houses from the oldest to the newest to help develop their concept of time. In Year 2, pupils build up their knowledge of famous people such as Louis Braille, Alexander Graham Bell, Guy Fawkes and Florence Nightingale. They compare the characteristics of Victorian schools with those of today, and look forward excitedly to the forthcoming visit of a 'Victorian' classroom. When observing and drawing items from Victorian times pupils devised a series of questions to discover the purposes of household items. Work scrutiny shows that Year 6 pupils have studied a unit on the Ancient Greeks, and Years 3 and 4 on the Romans.
101. It is not possible to make an overall judgement as insufficient lessons were observed. The quality of teaching in the lesson seen was good. Teachers have satisfactory subject knowledge and the resources used are appropriate. The lesson was effectively planned and moved along at a good pace. Pupils are well controlled and managed and the good relationships between teachers and pupils ensure that pupils have a secure, happy and positive environment in which to learn.
102. Pupils enjoy their history lessons and show great interest, much of which is due to the enthusiasm of the teacher towards the subject and the topics studied. Pupils take great interest in handling artefacts, and do so with respect.
103. The co-ordinator has been in post for less than three months. She has written the Years 1 and 2 plan for history in that time, arranged a visit for these classes to Dover Museum, and has clear plans to extend this to Years 3 to 6. There is a good action plan in place that identifies the monitoring of lessons and assessment as key areas of focus. Resources for the subject are developing. The subject is enriched with links with a lady from the village who visits the school when classes study World War II. The school capitalises on her cookery knowledge of the 1940s when pupils attempt to make the recipes. This is a good example of how this school has successfully embraced the local community. The co-ordination of history is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. Standards are satisfactory at the end of Years 2 and 6. On leaving the Reception class pupils are able to control a mouse and point to, click on and drag items on the screen. By the end of Year 2, pupils have used a variety of programs. They create graphs, use the keyboard and are able to print their work. Programmable toys are used, and these develop into the use of screen turtles in Years 3 and 4. At this stage, pupils learn how to use email. In Year 6, pupils confidently use the Internet to find information. They also use a digital camera, which linked effectively with their art-work. They know how to create text using the 'spell-check'.
105. Teaching is at least satisfactory in all areas of the subject. ICT is taught in specific lessons and pupils are given opportunities to follow this up at other times. The lack of a suite at present means that ICT lessons are necessarily demonstrations by the teacher and are not 'hands on' for pupils. However, these are very effective, with clear explanations and good use of other technology such as a data projector. The teachers have good subject knowledge and use questioning effectively to ensure pupils understand what they are being taught. The pupils are well managed and consequently behave well. On occasions pupils working on the computer are following programs unrelated to the class lesson, so the work is out of context. This affects the progress they make.
106. Assessment of ICT is in very early stages of development. At present, teachers do not have reliable and consistent methods of identifying pupil attainment and progress. Links with other subjects are clearly identified in the school's documentation, but are not yet fully embedded in the curriculum.
107. Pupils are enthusiastic about ICT. They listen attentively to instructions and are keen to practise their new skills. They work together on computers and willingly take turns. Some follow up other subjects at home by using the Internet or word processing at home. Progress is satisfactory for all pupils, including those with special educational needs, despite the insufficient resources available prior to the new building being finished. This is as a result of the quality of teaching and the attitudes of the pupils, and the fact that many older pupils have access to computers at home. The new co-ordinator gives satisfactory leadership and direction to the subject.

MUSIC

108. Only three lessons were observed during this inspection. One in Years 1 and 2, and the others in Years 3 to 6. The standards attained by the end of Year 2 are satisfactory, but the evidence is not secure to make a judgement about standards by the end of Year 6. The quality of teaching and learning, in the lessons seen, is good in Years 1 and 2, and satisfactory in Years 3 to 6. Lessons are planned well and prepared with a broad range of musical activities that are suitably challenging. Most teachers help pupils to be aware of what they are expected to learn and they accomplish this by sharing the learning objectives with pupils at the start and end of lessons.
109. By the end of Year 2, pupils sing a variety of songs tunefully, with good control and enjoy using appropriate actions. They are able to sustain a good rhythm when singing during assemblies. Pupils in Year 2 have a sound level of understanding about notation. While passing round a bag of 'sounds', pupils recite the rhyme, choose a 'Jamaquacks' sound and repeat it. Pupils sing tunefully and with vigour. They have positive attitudes to music, are keen to join in, and, as a result, their behaviour is very good. This was a successful lesson because of the good relationships in the class and the teacher's knowledge of how children learn.

110. In Years 3 and 4, pupils have a sound understanding of rhythm and basic musical structure. In class lessons, teachers use a variety of methods including a CD to stimulate pupils' interest. When looking for rhythm, pulse and beat in a lullaby, pupils use untuned percussion to show their interpretations. There are limited resources for pupils to use, due to insufficient storage space; however, in the lesson seen pupils made good progress. In the Year 4, 5 and 6 lesson a CD was used effectively to introduce 'Shalom'. Almost half of the class sang in tune, others find it difficult to keep the correct pitch and wander off key on occasions. When pupils attempted a four-part round, through listening more carefully to the CD version, they successfully kept in time. When using a small selection of instruments, all but the 'D/F/A' notes were removed. An arpeggio of D/F/A was played on the tape and was immediately recognised by one pupil. The classes own composition was recorded for future reference. This was a satisfactory lesson that needed the imperfections in pitch pointed out to the pupils to improve it.
111. Pupils learn to play recorders and during the autumn term a choir is assembled to prepare for the Christmas festivities. The school has a weekly singing assembly for pupils to practise a variety of songs and hymns. The subject is confidently led by the co-ordinator, who provides good support for staff. There is a sound policy and scheme of work for music. Most year groups use a commercial scheme of work. Assessment and recording of pupils' progress are at an early stage of development. The co-ordinator plans to monitor teaching to help to raise further standards in the subject. The school has advertised for a music specialist teacher to join the school in September.
112. The school has a limited range of resources that includes a piano. However, with storage being so difficult in the present temporary accommodation it is sensible to wait until May, when the school moves to the new buildings, to add to resources. The pupils would benefit from having more books about composers in the library, and whole-school displays about the music used in assemblies would further enhance provision. The use of information and communication technology is under developed in the subject. All Reception, Years 1 and 2 pupils take part in the productions at Christmas. Pupils in Years 3 to 6 take part in productions after the May national tests, which are a great success, and supported well by parents. Music makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development when they make and reflect on music together, share instruments and take part in musical productions.

PHYSICAL EDUCATION

113. During the inspection, only two lessons were observed in Years 5 and 6, and the temporary buildings have severely reduced the opportunities for indoor work. The school has tried hard to maintain the minimum provision necessary, and where possible has tried to provide extra activities after school and at weekends. In the lessons observed, the pupils reached the standards expected nationally in their gymnastic abilities. It is not possible to judge the standards pupils reach in Years 1 and 2.
114. In Years 5 and 6, the pupils are taught the basics of warming specific parts of the body, and the activities are well planned. The teaching makes good reference to the importance of raising heart rates and in 'warming down' after exercising. The pupils develop an appropriate range of skills in movement, and they can sequence simple actions across the floor. They also plan effectively with their partners to produce mirrored movements. The pupils think of some good actions, despite the severe restraints of space. In the lessons seen the teaching was good and made the best use

of the limited area. The pupils behaved well and were aware of health and safety requirements imposed because of the restricted area.

115. The management of the subject is satisfactory overall. The school has developed a number of extra-curricular activities such as jazz dance, ballet, and football with other schools on a Saturday. Swimming is also planned and the pupils in Years 3-6 all go once per week. The oldest pupils can all swim 25 metres. The policy and scheme of work provide suitable guidance for other staff, given the difficulties that the school faces. Some outside activities are planned on the playground, which develops the pupils' awareness of team games, but games on the field are not yet possible.
116. The level of resources in the school is unsatisfactory in terms of the accommodation, but the minimum requirements of the national curriculum are being met.

RELIGIOUS EDUCATION

117. Standards of attainment are satisfactory in the Foundation Stage, by the end of Year 2 and by the end of Year 6. No lessons were observed in Years 1 and 2 and only one was seen in Years 3 to 6. Other evidence included assemblies, discussions with pupils and staff and the pupils' work in books. The evidence indicates that the school meets the statutory requirements and the subject is taught in accordance with the locally Agreed Syllabus.
118. The pupils' past work indicates that by the end of Year 2 they know the traditions of harvest time, the essence of the Ten Commandments, Jewish festivals and the features of a Hindu temple. The pupils spoke enthusiastically about the local clergyman coming into the school to describe how babies are christened, using a baby doll to illustrate what is done during the service. During assemblies, the pupils are introduced to a number of different ideas such as 'being lost' related to biblical stories such as the parable of the lost sheep.
119. The pupils in Year 3 and 4 talk about aspects of Biblical names and how they relate to modern day names. Their past work indicates that they know about different faiths and how 'gurus' in other faiths are identified. They learn the principles of Sikhism and 'holy' people and contrast these with modern famous people such as pop stars. In Years 5 and 6, the pupils learn about different forms of baptism and how this varies between different faiths. Good teaching enabled the pupils to share some of their own personal experiences as a good atmosphere of respect and trust was promoted. Some very good work was also seen in their books, and some pupils expressed some particularly sensitive views about prayer and their own personal views on Christianity and belief in a God.
120. The management of the subject is sound. There are several local clergy involved in leading assemblies and teach in different classes when appropriate. The subject is planned with some cross-curricular links where applicable, and in accordance with the locally Agreed Syllabus. Presentation of work is generally satisfactory with some appropriate marking taking place. The monitoring of teaching is planned for the future. Resources are satisfactory and deployed appropriately by the teachers to ensure effective teaching. Display is used to celebrate work and to inform pupils, but display highlighting different faiths and religions are comparatively limited.