

# INSPECTION REPORT

**LYDDEN PRIMARY SCHOOL**

Dover

LEA area: Kent

Unique reference number: 118400

Headteacher: Carole Davies

Lead inspector: Michael J Cahill

Dates of inspection: 19 – 21 January 2004

Inspection number: 256805

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	66
School address:	Stonehall Lydden Dover Kent
Postcode:	CT15 7LA
Telephone number:	01304 822887
Fax number:	01304 822887
Appropriate authority:	Governing Body
Name of chair of governors:	Geoff Goode
Date of previous inspection:	02 February 1998

## CHARACTERISTICS OF THE SCHOOL

The school serves a rural area and pupils come from a variety of social and economic backgrounds not significantly different from the national picture. The movement of pupils into and out of the school is below the national rate, overall, but above it in some year groups. The great majority of pupils are of White British heritage; there are no pupils who are at the early stages of learning English as an additional language.

The proportion of pupils with special educational needs is above the national average, while the proportion with formal statements of need is similar to the national picture. As well as a wide range of learning difficulties, the special educational needs in the school include social, emotional, behavioural and physical needs. Almost all children benefit from nursery education and their attainment is in line with national expectations for their age when they enter the school. Because each year group is small (the range is 7 to 11), differences in the attainment and special educational needs profiles of year groups are more significant in percentage terms than they would be in a larger school. In a similar way, there are big differences between the performances of successive year groups in national tests as expressed by percentages.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19623	Michael Cahill	Lead inspector	Mathematics Science Information and communication technology Art and design Design and Technology Physical education
9744	Peter Brown	Lay inspector	
11901	Pat Lowe	Team inspector	Foundation stage English Geography History Music Religious education Special educational needs English as an additional language

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

#### **The school achieves a good level of effectiveness and provides good value for money.**

Good leadership and management are focused well on improving pupils' achievements in a pleasant and purposeful working atmosphere. The quality of teaching is good and this is raising standards; most pupils achieve well. National test results at the end of Year 2 are improving faster than the national trend; there are improvements evident throughout the school. However, there is a lot of variation in test data from year to year because of the very small size of each year group.

The school's main strengths and weaknesses are:

- The Foundation Stage provides children with a very good start to their full-time education; they develop basic skills well and good attitudes to learning.
- Good leadership and management are successfully raising standards through improving the quality of education provided.
- Strong partnerships with parents, other schools and the community enrich the curriculum and enhance the quality of learning of the pupils.
- The very good level of care, support and guidance enables pupils to be fully included in what the school offers; provision for pupils with special educational needs is very good.
- Good provision for pupils' personal development promotes good attitudes to learning, good behaviour and relationships.
- There are very good systems for keeping track of pupils' progress in English and mathematics but not in science and most other subjects.
- Pupils are not given sufficient opportunities to use the skills of literacy, numeracy and ICT across the curriculum.

The school has achieved a good level of improvement since its last inspection, for example in the provision made for teaching the skills of information and communication technology and in the planning of the curriculum for the younger pupils. Teaching is now consistently good throughout the school and the work of the school is effectively monitored.

### STANDARDS ACHIEVED

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

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

Comparisons of the school's national test results from year to year should be treated with great caution because of the small number of pupils in each year group (seven in the last and present Year 6). The school achieved the target agreed with the LEA for English but not for mathematics. Inspection evidence indicates that standards in the present Year 6 are above the national average in English and mathematics and pupils are on target to achieve results that are better than those recorded in 2003.

**Pupils' achievement is good.** There is a wide variation in attainment on entry, both within and between year groups and, in some cases, there is substantial movement into and out of year groups as they move through the school. Pupils benefit from a very good start when they enter the school in the year of their fifth birthday; they achieve well and this is continued throughout the school. This includes those pupils who have special educational needs who benefit from the very good provision made for them.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are promoted well.** The school makes good provision in this respect and pupils develop positive attitudes to themselves as successful young learners. Their behaviour and relationships with each other and with adults are good as are their attendance and punctuality

## **QUALITY OF EDUCATION**

**The school provides a good quality education for all its pupils. Teaching and learning are good.** Provision for children in the Foundation Stage is very good and has improved significantly since the last inspection. An important strength of the teaching throughout the school is the very good planning to meet the needs of the wide range of abilities in the context of mixed-age classes, with work often set at four different levels each with clear and appropriate targets. Another very significant strength is the very good teamwork between teachers and teaching assistants, who make an essential contribution to the learning and achievement of groups of pupils, including those with special educational needs. Keeping track of pupils' progress is very good in English and mathematics and satisfactory overall, with scope for improvement in many subject areas. Pupils are learning basic skills well and most develop good work habits, concentrating well and taking pride in their work.

The curriculum is planned well, with an appropriate emphasis on acquiring basic skills, although there are too few planned opportunities for pupils to develop and use their literacy and numeracy skills in other subject areas. There is very good enrichment of the curriculum through visits, visitors and opportunities for taking part in sport and the arts, for example in the recent production of Joseph and the Amazing Technicolour Dreamcoat. Pupils benefit from the high level of care, support and guidance that the school provides; teachers take very good care, for example, in promoting safe practices when teaching physical education in a hall that is not large enough for the purpose and has to be used to store dining tables, benches and other equipment. The school's very good links with the community and good links with parents and other schools and colleges enhance pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher and other key staff provide strong leadership focused on raising the achievement of all pupils through improving the quality of education provided; the headteacher has a very clear vision for the future development of the school and has gained the support of all staff. The governing body provides good support and challenge and is committed to improving learning opportunities. The school runs smoothly and keeps all aspects of its performance under continuous review.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Most parents hold very positive views of the school, valuing in particular the fact that teachers are so approachable, teaching is good and their children are making good progress. They recognise that the school is led and managed well and appreciate the wide range of activities that are organised. Pupils like their school and appreciate that their views are listened to and acted upon, for example in relation to the provision of new outdoor play equipment.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:  
Develop tracking systems that will support target setting, learning and progress in science and other subjects of the National Curriculum and religious education.  
Identify clearly and provide more opportunities for developing and using the skills of literacy and numeracy across the curriculum.  
Urgently pursue plans for improving specific aspects of the accommodation identified in the full report.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Children achieve well in the reception year group, making good gains in all six areas of learning. The current reception children are on track to achieve the nationally expected standards by the time that they enter Year 1. Pupils at present in Year 2 have also made good progress from their differing starting points; overall standards are broadly in line with what is expected for their age. Pupils successfully consolidate and build on their learning throughout Years 3 to 6. Overall achievement is good. Standards in English, mathematics and history in the present Year 6 are above average. Although there are variations from year to year there are no significant differences in the achievement of different groups of pupils within particular year groups

#### **Main strengths and weaknesses**

- Attainment in English, history and mathematics is above national expectations for Year 6 pupils.

#### **Commentary**

1. Too much weight should not be placed on comparisons between the performances of different year groups in national tests because of the small number of pupils involved. However, the trend over the last five years in relation to the tests taken at the end of Year 2 has been one of improvement in each of reading, writing and mathematics. Results at the end of Year 6 have fluctuated greatly over the same period and have been influenced by pupils joining the school a year or less before the tests were taken; these results have not improved as much as results nationally. The targets for 2003, agreed with the local education authority, were met in English but not in mathematics.
2. The attainment of pupils on entry to the school varies from year to year but is not significantly different from the national picture. Pupils of all abilities make good progress as a result of good teaching based on accurate assessment of learning needs.
3. Pupils with special educational needs achieve well. Due to the quality of the support that they receive, they make good progress towards their individual learning targets and in relation to their prior attainment. Their needs are identified early in their school life and they are set clear and achievable targets. More able pupils, including those identified as gifted or talented, also make good progress and achieve well.
4. The inspection team was unable to gather enough evidence on which to base firm judgements of standards and achievement in several subjects either because they were not taught during the inspection period or because there were insufficient examples of previous work. The indications from lesson observations and the work seen are that standards in Year 2 are broadly in line with national expectations and that pupils achieve well. In information and communication technology (ICT) pupils are developing their skills, knowledge and understanding well; this represents good improvement compared with the last inspection. The improvement is largely due to what is now very good provision in terms of resources and better levels of teacher expertise.
5. Pupils in Year 6 are on track to achieve above average results in the English and mathematics national tests at the end of the school year and to achieve in line with the expectations of the locally agreed syllabus in religious education.

## Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, and relationships with others are good. Attendance is good, and provision for spiritual, moral, social, and cultural development is also good.

### Main strengths and weaknesses

- The school is effective in promoting good relationships, which ensures that pupils are free of oppressive behaviour, including bullying.
- Pupils display a positive attitude to work and, consequently, behaviour is good.
- Pupils' level of cultural awareness is very strong, and they display a high level of community responsibility.
- Attendance is good, which enables pupils to take full advantage of learning opportunities provided by the school.

### Commentary

6. As a result of clear and consistently applied procedures, attendance is good. Punctuality is also good, which allows lessons to commence on time and without interruption.
7. Attitudes to school throughout the school are good. Pupils are motivated to learn and are enthusiastic about the wide range of learning opportunities available to them. Relationships are good between pupils and also with adults. The school offers good opportunities to display initiative and take responsibility, and many pupils take full advantage. The school council, although in its infancy, provides an opportunity for pupils to play a part in the running of the school and to become familiar with many aspects of citizenship and its associated responsibilities. Pupils' views are carefully listened to, and when appropriate acted upon, a recent example being the re-organisation of lunchtime eating arrangements. The buddy system also provides opportunities for pupils to display initiative and accept responsibility by providing physical and emotional support to their peers in the playground and at lunchtime. These opportunities effectively promote pupils' self-esteem and confidence.
8. Both in classes, and around the school generally, behaviour is good. Pupils are attentive in lessons and are helpful and courteous at all times. They are sensitive to the needs of others and provide mutual support where necessary. The school operates procedures for behaviour which are fully understood by pupils and consistently applied by staff, both teaching and non-teaching. Oppressive behaviour is virtually absent but effective mechanisms are in place to counter any problems that might arise.
9. Provision for spiritual, moral, social, and cultural development is good. Opportunities for pupils to expand their cultural awareness are very good, a recent example being the attachment to the school of a musician from Sierra Leone who described and demonstrated various facets of African music. Pupils' awareness of community responsibility is very high and is exemplified by their regular and unstinting commitment to charitable fund-raising.
10. Provision for spiritual awareness is good, and opportunities for reflection are made available through assembly. Good opportunities exist for pupils to develop moral values through assemblies and circle time and, consequently, they have a clear understanding of what is right and what is wrong.

### Attendance

#### *Attendance in the latest complete reporting year (%)*

Authorised absence	
School data	4.4

Unauthorised absence	
School data	0.0

National data	5.4
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

## Exclusions

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census
White – British

No of pupils on roll
58

Number of fixed period exclusions	Number of permanent exclusions
1	0

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education for all its pupils. The overall quality of teaching is good. The curriculum has an appropriate emphasis on developing basic literacy and numeracy skills and is enriched by a very good programme of extra activities, visits and visitors. Pupils benefit from a high level of support, care and guidance and from the school's very good links with the local community.

### Teaching and learning

The quality of teaching and learning is good.

### Main strengths and weaknesses

- Very good teamwork between teachers and teaching assistants makes sure that all pupils, including those with special educational needs, have the support they need to be fully included in the lesson.
- High quality planning is successfully focused on meeting the wide range of learning needs in the mixed-age classes.
- High expectations promote good learning and achievement in a pleasant and purposeful working atmosphere.
- The use of directive marking and appropriate homework to extend learning and involve parents is underdeveloped.
- There are too few planned opportunities for developing and using literacy and numeracy skills across the curriculum.

### Commentary

11. The overall teaching of English, including literacy, is good. Teachers provide some good opportunities for pupils to develop their speaking and listening skills across the curriculum but there are too few clearly planned occasions when pupils develop their reading and writing skills in other subject lessons. In mathematics, including numeracy, teaching is good and there were good examples in design and technology and in science of the application of pupils' numerical skills. As with literacy there is scope for further development of this aspect of teaching and learning. Sound use is made of pupils' developing ICT skills to support and extend learning in other subject areas. Teaching in the other subjects of the National Curriculum and religious education teaching is good. This good quality teaching makes a significant contribution to pupils' good attitudes to their learning and to improving standards.
12. The quality of teaching and learning for pupils with special educational needs is good and teaching assistants make a significant contribution to this. They encourage pupils to be fully involved in whole-class discussions, thereby raising their confidence and self-esteem. Their support is particularly effective in English and mathematics. Pupils' work is very well planned, according to their individual needs. They benefit from working alongside their peers and from

the good support that they receive individually, or in small groups. Teachers and teaching assistants work very closely together, planning, assessing and evaluating. More able pupils, including those identified as being gifted or talented, are provided with suitably challenging tasks and extension work, enabling them to make good progress and achieve well.

13. Teachers take a lot of care with their lesson planning so that the wide range of learning needs in the mixed-age classes is met; the overall quality is very good throughout the school. For example, planning for a mathematics lesson with the class for pupils in Years 2, 3 and 4 clearly identified targets at four different attainment levels. This clarity meant that pupils were set work that they could tackle and which provided them with an appropriate amount of challenge. It also meant that the teacher was able to continually assess the level of pupils' understanding and respond appropriately. There is good use of on-going assessment to give feedback to pupils and, on occasions, to modify the course of the lesson. In English and mathematics the accumulated information is used very well to track individual pupils' progress in terms of the National Curriculum levels. The school is rightly starting to extend this more detailed tracking and target setting into other areas, notably science and ICT.
14. Teachers and teaching assistants work together very well to make sure that pupils are fully included in lessons and have the support and guidance that they need in order to learn and achieve well. The school promotes equality of opportunity very well. Most support is provided within the classroom and when both teacher and teaching assistant are involved pupils are continually helped and challenged. On other occasions, teaching assistants work independently, for example with a small group in the ICT suite using software that supports learning in mathematics; this is good use of time and resources.
15. The school is committed to raising pupils' self-esteem and encouraging them to become confident and independent learners. Because pupils know what is expected of them they mostly contribute well to maintaining a pleasant and purposeful working atmosphere in classrooms and around the school. The quality of their learning is good as they develop the necessary basic skills and most develop good work habits and increasingly take pride in their work, applying themselves well to it.
16. Work is regularly marked but there are too few examples of marking that makes clear to pupils what is good (or not) about their work and what they need to do to improve. There were some good examples of homework that supported pupils' learning and provided an opportunity for parents to be involved in this; there is scope for further development in this respect.

#### **Summary of teaching observed during the inspection in 15 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	12	1	0	0	0

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

#### **The curriculum**

The school provides a good curriculum with very good enrichment opportunities and very good provision for pupils with special educational needs.

#### **Main strengths and weaknesses**

- Very good provision in the Foundation Stage enables children to make a good start to their full-time education.
- The provision for pupils with special educational needs is very good; teaching assistants make a major contribution to this.
- The provision for pupils' personal, social and health education is good.
- The enrichment of the curriculum through visits, visitors, clubs and use of the local and wider community is very good.

- Curriculum planning is not always sufficiently precise with respect to the progressive development of skill, knowledge and understanding.
- There are too few planned opportunities for developing and using the skills of literacy and numeracy across the curriculum, although there are good examples in each respect.

### **Commentary**

17. Provision in the Foundation Stage is very good, the curriculum is well planned and taught and as a result children build well on the skills that they bring to school. The provision for pupils with special educational needs is very good and is organised to meet their specific needs. Individual Education Plans contain targets relating to areas of learning or behaviour, and suggest teaching and learning strategies. The targets are discussed with pupils and parents and are reviewed at least once each term. The school uses all available data to set appropriately challenging targets and tasks for more able pupils, including those identified as being gifted or talented.
18. The curriculum makes good provision for personal, social, health education and citizenship, including, where appropriate, sex and relationship education and drugs awareness. The school council provides pupils with valuable opportunities for taking responsibility and for experiencing democracy in action.
19. The school uses the local neighbourhood and community well to enrich learning, for example by visiting Dover Museum or working with local companies on science and technology challenges. There is a good range of after school activities, including sports, with good take-up by pupils. The curriculum is also enriched by a good programme of visits and visitors and through long-term links with Sierra Leone.
20. The curriculum is planned well to accommodate the fact that pupils may spend more than one year in the same class. There is a two-year rolling programme of work that is based for the most part on recent government guidelines. In some subjects, however, it is not completely clear what levels of skill, knowledge and understanding are to be achieved by the end of a particular year group and built on subsequently. There are some good examples of links being made between different areas of learning, for example between science and design and technology when older pupils make musical instruments and learn about how sound is produced. This project also supported well the development of pupils' literacy skills when they wrote instructions to help others to make instruments.
21. The new ICT suite is used well in providing pupils with opportunities to develop their skills and teachers are increasingly planning ways of using these skills to extend and support learning in other subjects. However, there is much scope for further development in this respect, as there is with literacy and numeracy across the curriculum.
22. Accommodation is satisfactory overall, with some good aspects and some areas for further development. The ICT suite and the developing outdoor provision for children in the early years are good features. There are weaknesses in terms of the size and multiple use of the hall for dining and storage as well as for lessons in physical education and music and in the housing of one class in demountable accommodation that lacks running water and toilet facilities. The school's plans for remedying these deficiencies are well considered and the governing body is rightly seeking to implement them as soon as possible. Resources to support learning are good and used well.
23. The school provides a good and enriched curriculum that satisfies statutory requirements and meets pupils' needs by preparing them well for later stages of education.

### **Care, guidance and support**

The school provides a very safe and secure environment that promotes learning and personal development. Support, advice, and guidance given to pupils are of a very high quality. The involvement of pupils in the life of the school is good.

## **Main strengths and weaknesses**

- Arrangements for safeguarding pupils, including procedures for child protection, are very good.
- Support, advice, and guidance provided by the school are very good.
- Induction procedures for pupils new to the school are good.

### **Commentary**

24. Health and safety policies and procedures, including those relating to child protection, are comprehensive, very effectively implemented, and contribute to an environment in which pupils can thrive. Welfare arrangements are very good, reflecting the very great care and concern that all staff display towards pupils. A designated governor conducts periodic health and safety audits, and thorough risk assessments have been prepared, particularly for external visits.
25. Care, guidance, and support provided to pupils are very good. Staff, both teaching and non-teaching, are sympathetic, caring, and ready to provide very good quality advice based upon a close personal knowledge of each individual pupil. The strong relationships which are created between staff and pupils provide a climate within which learning and personal development flourish.
26. There are very good procedures for identifying, assessing, supporting and monitoring pupils with special educational needs. The school draws on a range of information to set and review appropriate targets for each pupil, track their progress, and direct support to those who need it. It receives good support from the governor with responsibility for special educational needs and from external agencies. Trained learning support assistants play a very effective role in developing pupils' basic skills and extending their knowledge and understanding. Pupils' progress is monitored, and the information gained is used to plan for individual pupils' learning. More able pupils are provided with opportunities to excel in school, and parents of pupils identified as gifted or talented are put in touch with opportunities out of school.
27. Pupils' learning and personal development are very effectively traced and monitored. Progress is systematically recorded and, consequently, teachers have a very good understanding of each pupil's rate of learning.
28. Induction arrangements for new pupils are good. Parents and pupils are provided in advance with all relevant information concerning school life, and parents are given the opportunity of advising the school of their child's capabilities, health and social skills.
29. The school is effective in seeking the views of pupils and, where appropriate, acting upon these. The school council provides a good opportunity for pupils' opinions to be voiced, and a number of their recommendations have been implemented, a recent example being the acquisition of new outdoor play equipment. Within the classroom the views of pupils are regularly sought and always valued.

## **Partnership with parents, other schools and the community**

Very good partnerships have been established with the local community, and those with parents and local educational establishments are good.

## **Main strengths and weaknesses**

- Community links are very good and greatly enhance the curriculum.
- Communication with parents is very good.
- Parents provide the school with good support.
- Links with other educational establishments are good.

### **Commentary**

30. Parents are very supportive of the school. They believe that teaching is good, and that very effective care and support are provided within a safe and secure environment, allowing children to thrive.
31. Communication with parents is very good, providing them with detailed information as to what is happening in school and as to how their children are progressing. The high quality of this information allows parents to effectively support pupils' learning and personal development. Newsletters, issued regularly, are informative and informal in style. The school prospectus is very attractively presented and provides a comprehensive summary of policies and arrangements. Parents are provided with written reports half-termly and annually. These are detailed, personalised to the child, and provide a very clear picture of academic progress and personal development. They assist parents greatly in supporting learning at home.
32. Valuable opportunities to discuss pupils' progress are provided through parent evenings, open afternoons and informal discussions with teachers before and after school. Staff are accessible, well informed and anxious to help. Procedures for dealing with complaints or concerns are good.
33. Parents receive full information regarding the school's provision for special educational needs and are regularly informed about their child's progress. They meet formally with the class teacher and/or the co-ordinator for special educational needs, each term. Parents are welcome to share concerns with the school at any time. Pupils' progress is enhanced as a result of the good partnership between home and school. Parents of more able pupils, including those identified as being gifted or talented, are aware of their child's particular strengths and the provision available, both in the school and the community.
34. Parental involvement in the life of the school is good and significantly promotes learning. Parents assist in the classroom, with external visits, and boost their children's learning at home by providing assistance with homework. The school helps parents to support their children's learning by inviting them to observe specific numeracy and literacy lessons, running curriculum workshops, supported by reader-friendly information leaflets. An active Parent, Teachers and Friends Association provides valuable finance and effectively consolidates the strong partnership between parents and teachers.
35. Links with the local community are very good and greatly enhance learning. Involvement in the Pfascinating Pfizer Science Jamboree develops pupils' understanding and interest in science, engineering and technology. Links with TAG McClaren support the curriculum by enabling pupils to extend their understanding of engineering and technology through exposure to the glamour and excitement of Formula 1 motor racing. Visits to Dover Museum to attend Victorian and Roman Workshops are used to extend and consolidate the history curriculum. Participation in a local poetry festival effectively promotes pupils' understanding and love of poetry.
36. Links with local educational establishments are good. A close liaison exists with the adjacent "Tots-to-Teens" play-school, and the local community college is providing practical assistance with the preparation of murals. Students from Christchurch College undertake teaching practice within the school, and effective liaison exists with the various schools to which pupils transfer at the end of Year 6.

## LEADERSHIP AND MANAGEMENT

Leadership and management are good, as is governance.

### Main strengths and weaknesses

- The headteacher has a very clear vision for the future development of the school and has gained the support of all staff.
- Efficient management systems ensure that staff work together to raise standards, and help pupils to become mature and responsible individuals.
- The governors fully support the headteacher in her drive to improve learning opportunities.
- Approaches to financial management are good and enable the school to achieve its educational priorities.

### Commentary

37. The headteacher provides good leadership and has, in a comparatively short period of time, inspired, motivated and influenced staff and pupils, establishing a positive climate for learning which focuses on improvement and the achievement of all pupils. Her clarity of vision, sense of purpose and high aspirations are shared by staff and governors. Under her guidance, all subject and aspect co-ordinators provide good leadership of the curriculum and teaching. Staff and governors have a strong commitment to inclusion. Their aim is to provide further opportunities to develop pupils' independence, confidence and self-esteem. This is supported well by strategic planning. There are plans to introduce more innovative practice and to develop sports and the arts. Self-evaluation is integral to all aspects of the school's work.
38. Very good systems are in place for the regular monitoring and evaluation of the progress of pupils in English and mathematics. This provides clear evidence of the achievement of individuals and groups of pupils, enabling prompt and effective action to be taken where necessary. The school recognises the need to improve the tracking of pupils' progress in science and other subjects and to plan more opportunities for pupils to develop and use their literacy and numeracy skills in other subjects. The school's management of the recruitment, retention, deployment and workload of staff is good and is an important factor in enabling the school to achieve its strategic objectives. Good induction procedures, performance management and the continuing professional development of staff are effective in bringing about improvement. Good links with a neighbouring teacher training college are beneficial to both the teachers in training and the school. The school budget is driven by the priorities in the school improvement plan and is managed efficiently by the headteacher, the school's finance officer and the governing body. They have a good understanding of the principles of best value and follow recommended procedures to obtain good value for money. Governors carefully monitor spending patterns and evaluate their effectiveness, for example, the use of the new computer suite. Recent audit recommendations have been implemented fully. The school provides good value for money.
39. The governance of the school is good. Governors give generously of their time to the school and take advantage of training opportunities to improve their performance. They have a good understanding of the strengths and weaknesses of the school and are developing a more strategic influence in leading the school's development, with a clear focus on improving the quality of provision and raising standards. The governing body is vigilant in ensuring that the school fulfils its statutory duties with regard to special educational needs, English as an additional language, race equality, disability, gender, and inclusion. It challenges, as well as supports, the leadership and management of the school and is prepared to take difficult decisions when necessary.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	202 691
Total expenditure	198 564
Expenditure per pupil	3 255

Balances (£)	
Balance from previous year	24 162
Balance carried forward to the next	28 289

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

## **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is **very good**.

Standards on entry match those expected for children of their age. Children make good progress through the Foundation Stage, and achieve well in the six areas of learning. The breadth of the curriculum is good. Children are encouraged to explore, experiment, practise new skills, and engage in role-play. Standards, overall, at the end of the reception year match those expected for children of this age. A significant minority of children exceed national expectations. The position varies from year to year, due to the very small sizes of the cohorts (currently nine children).

Leadership and management of the Foundation Stage are very good. The co-ordinator demonstrates a very good sense of purpose, and clarity of vision. Her management is very good. She provides a very good role model for staff and children and has created an effective staff team. Teaching is very good and leads to very good learning. Provision for special educational needs is very good. Children make good progress against their prior attainment. Strengths of teaching are very good planning, the engagement of children, expectation and challenge and the very good contribution of the teaching assistant. Assessment is used effectively to meet the needs of all children. The outdoor area has recently been improved and is used well. It is to be further developed, in order to fully complement the indoor classroom. Provision has been substantially improved since the last inspection.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

### **Main strengths**

- The promotion of equality of access and opportunity is very good.
- Independence and consideration for others is encouraged.

### **Commentary**

40. Personal, social and emotional development is a planned element of all areas of the curriculum. Children listen carefully, carry out instructions and work well together as for example on a parachute game in the playground. Very good teamwork between the class teacher and teaching assistant contributes well to the quality of learning and children's achievement. Children make a good start to their learning in a stimulating learning environment. Carefully planned, well-focused activities engage and retain their interest. They respond well to what is provided and, with direction and support, become independent users of the classroom and the outdoor area. The strong emphasis on inclusion ensures equality of access to the curriculum, for all children. The accommodation is used imaginatively. Very good resources are readily accessible to children and encourage autonomy and independence. Children's good attitudes, behaviour and relationships promote very good learning. Their sense of their own needs, views and feelings, begins to influence sensitivity towards others. Children develop an understanding of the difference between right and wrong and are beginning to accept the need for a common code of behaviour. They have a developing respect for their own culture and beliefs and those of others.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Opportunities to develop language and literacy skills are carefully planned.
- Speaking, listening, reading, spelling and writing skills are taught well.

### Commentary

41. There are well-planned opportunities to develop language and literacy skills in all areas of the curriculum. The early emphasis on sounds and word-building skills helps pupils' language development. Direct teaching is followed by focused activities that support what has been learnt. Sessions are structured to provide time for adult-directed activities and individual choice. Children's language is developed as they interact with others and explore the meanings and sounds of new words. Most children listen carefully, extend their vocabulary and use a widening range of words to express their ideas. They hear and identify initial sounds in words and rhyming words in text. Their reading skills are developed through listening to stories, sharing books with adults, exploring books on the computer, and joining in familiar refrains. They are taught to develop good letter formation through practical experience, and have many opportunities to apply their writing skills, such as writing postcards and recounting the story of 'Handa's Surprise'. All elements of the National Literacy Strategy are covered in a carefully planned and relevant way.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- A good range of practical activities helps to develop mathematical skills.
- Emphasis is placed on the use of mathematical language.

### Commentary

42. Oral work in each lesson is reinforced through practical activities and simple programs on the computer. Most children recognise numerals to twenty, and count to twenty accurately. They find one more or one less than a number from 1 to 10. They compare two groups of objects saying whether they have the same number, or 'more than' or 'less than'. Their understanding of capacity and weight is developed through their experience with sand and water, using words such as 'heavier' and 'lighter'. They sequence objects in order of size, using vocabulary such as 'shorter' and 'taller'. Children develop positional language, such as 'next to', 'in front of', and 'behind'. Their knowledge of shapes develops through printing with shapes and building with three-dimensional shapes. They are beginning to name and describe solid shapes. Through practical experience, they use simple vocabulary of time and produce graphs and pie charts of the time that they go to bed. All aspects of the National Numeracy Strategy are taught in a relevant and interesting context.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

### Main strengths and weaknesses

- Computer skills are developed very well.

- A range of activities develops children's understanding and use of the senses.

### **Commentary**

43. Children become familiar with the local environment, as they visit the church and shops and are visited by people from the local community, such as the road safety officer. They visit places further afield, including the Dover Museum, Folkestone Beach and the Marlowe Theatre. Their interest in why things happen and how things work increases, as they investigate objects and materials and practise their building skills. They talk about the features that they like, or dislike, in the environment. Their care for living creatures develops as they explore the woodland area, looking for spiders and snails (to reinforce the 's' sound of the week), after studying them on the computer and producing a picture and printing it. They begin to look more closely at similarities, differences, patterns and change. Their knowledge of the past develops as they think about events in their own lives and those of their families and other people. Computer skills are developed progressively. Children competently use a range of software to support the development of reading, phonics, writing, number, sorting and matching, and investigate weather, the seasons, and living and non-living things. Their awareness of religious beliefs develops as they learn about special times, places and people.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- Children are given good opportunities to respond to rhythm and music.
  - Physical skills and the use of tools in the classroom are taught very well.
44. As a result of very good teaching and adult example, children respond to rhythm, music and stories through movement, and learn to start and stop on request. They negotiate space, in the outdoor area, adjusting the speed of their vehicles and changing direction to avoid obstacles. Their ability to move with confidence, imagination, control and co-ordination is developing well. They use climbing and balancing equipment and travel along, over and under equipment, using a range of body parts. Together, they learn to play games. Their awareness of the importance of exercise develops, and they recognise changes that happen to their bodies when they are active. Physical skills in the classroom are taught well. Children demonstrate increasing skill and control in handling tools, objects and malleable materials safely.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **very good**.

### **Main strengths and weaknesses**

- There are many opportunities for creative development.
- Children are given very good opportunities to use their imaginations.

### **Commentary**

45. Children's creativity is developed within stimulating, well-organised learning areas. With guidance and support, they learn to use primary colours and to differentiate and mix colours. Their ability to cut and join a variety of materials develops through practical experiences, such as making puppets and models. As adults work alongside children, they encourage them to talk about their work, using appropriate vocabulary. Children develop their ability to draw and paint, as they produce portraits of themselves and others. There is a clear focus for each activity. Classroom displays demonstrate clear progress over time, in the use of colour and in

pencil and brushwork. Children enjoy music. They explore loud and quiet sounds with their hands, voices and instruments, create music and listen to music from other cultures. Adults encourage them to use their imaginations and communicate ideas through music, dance and role-play. Children demonstrate increasing control, as they sing songs and tap out rhythms. They develop an understanding of pitch and rhythm and discuss how music makes them feel.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Very good planning and challenging tasks lead to good learning.
- Teaching assistants make a very good contribution to the learning of pupils with special educational needs.
- Pupils' progress is tracked and the results are used to respond to individual needs.
- The use of literacy skills across the curriculum is under-developed.

#### **Commentary**

46. Standards in speaking and listening, reading and writing match those expected of pupils in Year 2. Standards in English are above those expected in Year 6. Pupils make good progress against their prior attainment and achieve well. Pupils with special educational needs achieve well against the targets in their Individual Education Plans. Results in the national tests vary from year to year, due to the very small cohorts and the number of pupils with special educational needs. Inspection findings suggest that pupils in Year 2 should meet the national expectations and pupils in Year 6 should meet the challenging targets set for them and, in most cases, exceed them.
47. Standards in speaking and listening match those expected of pupils in Year 2 and are above those expected of pupils in Year 6. Most pupils listen attentively for sustained periods of time and contribute well to discussions, demonstrating the good progress achieved during their time in the school. There are opportunities to develop speaking and listening skills in most areas of the curriculum. Pupils in Year 2 confidently described a character from a story so well that the majority of pupils were able to name the character. During oral story telling, pupils in Year 6 used gesture and intonation to convey emphasis.
48. Standards in reading match those expected of pupils in Year 2 and are above those expected of pupils in Year 6. Attainment in reading is tracked and analysed to improve standards. Regular guided reading sessions introduce pupils to a wide range of books and opportunities for individual reading are proving successful in raising standards in reading. Pupils are encouraged to read at home each night and parents are asked to support their children in this activity. Computer programs are used well in early reading development.
49. Standards in writing match those expected of pupils in Year 2 and are above those expected of pupils in Year 6. The school's emphasis on writing is beginning to have a positive influence on standards, and the writing of many pupils in Year 6, in particular, is varied, thoughtful and interesting. However, there are missed opportunities to develop different styles of writing in other subjects. During the inspection, pupils in Year 6 developed their understanding of how authors emphasise or dramatise events and build tension through their choice of words, while story tellers use gestures, intonation and actions to create suspense.
50. The quality of teaching and learning is good. Very effective planning is carefully designed to engage pupils' interest and provide challenging tasks for all pupils. Teachers have a good understanding of the learning needs of individual pupils and use good questioning skills to challenge their thinking. Very good support for all pupils, including those with special

educational needs and those identified as gifted or talented, ensures the full inclusion and good achievement of pupils. Most pupils apply themselves well to their work, both individually and collaboratively.

51. The subject leader provides very good leadership. She has a very clear vision for the future development of the subject. She provides a very good role model for staff and pupils and inspires, motivates and influences them. Her detailed analysis of formal and informal test results has led to changes of emphasis in teaching and the provision of additional literacy support where needed. The curriculum is enriched by visits to the theatre, visits by theatre companies, book weeks, participation in local and county competitions, and drama. Several pupils have had their poems published. A recent production of 'Joseph and the Amazing Technicolor Dreamcoat', which involved all pupils in Years 1 to 6, is recalled by pupils and adults with great enthusiasm. The quality of provision shows good improvement since the last inspection.

### **Language and literacy across the curriculum**

52. Speaking and listening skills are developed well, in most areas of the curriculum. However, there are few planned opportunities to develop reading and different aspects of writing across the curriculum, for example, eyewitness accounts of events in history. .

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Very good lesson planning helps to meet the learning needs of different groups of pupils within mixed-age classes.
- Very good tracking of pupils' progress is enabling the school to set appropriate targets for individual pupils.
- There are too few examples of the planned use of mathematical skills across the curriculum.

### **Commentary**

53. In the 2003 national tests, results in mathematics at the end of Year 2 were well below the national average although slightly better than they were at the time of the last inspection. However, as there were only seven pupils in Year 2 last year, comparisons should be treated with great caution. For the same reason, the well below average results achieved by Year 6 should also be regarded cautiously; there is often great variation in attainment both within and between year groups. Most of those pupils who were at the school from Year 3 to Year 6 made good progress; their achievement was good.
54. The overall quality of teaching is good. Strengths include the use of the computer suite for small groups of pupils where there are suitable resources. For example, lower attaining pupils in the class for older pupils benefited from the opportunity to use some software that helped them practise their multiplication skills. The teacher's very good use of software and projection enhanced the learning of pupils in Years 2, 3 and 4 who were adding or subtracting multiples of 10 along a number line. Lesson planning, based securely on the National Numeracy Strategy, is very good and includes tasks set at four different levels of difficulty, each with their own success criterion. This helps to make sure that there is a good match with the learning needs of different groups of pupils and promotes good achievement on the part of pupils, including those with special educational needs. Teachers and teaching assistants have very good relationships with their pupils and this sets an atmosphere in which most pupils are willing to attempt tasks and offer answers to questions.

55. Work in the books of pupils in Year 2 shows good developing knowledge, skills and understanding in number work and satisfactory competence in measurement in centimetres. Pupils show sound knowledge of the names and properties of simple shapes, helped by good practical tasks such as paper folding to identify lines of symmetry. Achievement is good and most pupils are on target to achieve the national expectation in the end of year tests. The same is true of Year 6 where current standards, overall, are above average, particularly in numerical work. Most pupils correctly perform long multiplication and work out fractional parts. There is also good work on estimating and measuring angles, on graphical representation and averages. Work on metric measures includes correct reading and writing of units of capacity and approximate metric/imperial equivalences. During the inspection these pupils achieved well when learning a written form for multiplication of two and three digit numbers.
56. There is good subject leadership and the systems for tracking progress and setting clear targets for pupils make an essential contribution to raising standards. Work is regularly marked but there are too few examples of marking that makes clear to pupils what they need to do to improve.

### **Mathematics across the curriculum**

57. There are examples of pupils using their mathematical, usually numerical, skills in other subjects, for example science and design and technology. There is room for improvement in the extent to which pupils of all abilities have regular planned opportunities for practically applying the mathematics they are learning..

### **SCIENCE**

There were no science lessons during the inspection and so no overall judgements are made on provision, teaching and learning, standards and achievement. However, particular strengths and weaknesses became clear from examination of pupils' work and from discussions with pupils and the co-ordinator.

#### **Main strengths and weaknesses**

- Very good leadership by the co-ordinator is leading to improvement in pupils' knowledge and understanding of the scientific method.
- Good links with other subject areas and with real life practical applications enhance pupils' learning.
- The use of ICT to support and extend learning is under-developed as are procedures for keeping track of pupils' progress.

#### **Commentary**

58. The most recent national teacher assessments at the end of Year 2 show that 86 per cent of pupils achieved the national expectation of Level 2 while none exceeded it by achieving Level 3; overall results were well below the national average. Overall test results at the end of Year 6 in 2003 were also well below the national average. It should be borne in mind that there were only seven pupils in each of Years 2 and 6 in 2003.
59. Scrutiny of work previously completed shows that Year 2 pupils have good opportunities for investigative work, for example on the behaviour of carrier bags – *are they waterproof, how strong are they?* Pupils are gaining a good understanding of what makes a test fair and there is a very good emphasis on pupils recording their findings in their own words. A practical investigation into which material keeps the ice cold for longest is recorded well through diagrams and text.
60. Pupils in Year 6 have achieved well in terms of gains in knowledge and understanding related to solids, liquids and gases. They have carried out a good range of practical work and there is

evidence of their contributing to the design of experiments, for example in relation to the conditions that speed evaporation. Pupils make predictions and good connections are made with practical applications, for example drying clothes. In discussion, pupils are very enthusiastic about the forensic science work that they undertook in the past and have good understanding of recent work on sound.. Pupils, including those with special educational needs, achieve well in terms of developing experimental skills, knowledge and understanding as they move up the school.

61. There are good links with other subject areas, for example with design and technology when pupils made musical instruments. This project also provided a good example of the planned development and use of literacy skills through instructional text work. On another occasion pupils reported that *After a talk about saving energy we all made and insulated our own house.* Strong links to practical applications are a good feature of science in the school. There are a few examples of the use of ICT to support and extend learning in science, including use of the Intel microscope. Overall, however, the co-ordinator recognises that this aspect is under-developed, for example in relation to using the data logger.
62. The co-ordinator provides very good leadership, based on very good subject knowledge and enthusiasm. She has raised the profile of the subject, for example through a science week and collaborations with local firms. There is a strong emphasis on developing an understanding of the scientific method through practical work throughout the school and pupils are encouraged to contribute to designing experiments and to writing reports in their own words. She has rightly identified the need to develop the tracking of pupils' progress in science so that targets, based on National Curriculum levels, can be accurately set.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

There was not enough evidence from lesson observations or from examination of pupils' work to support judgements on provision, teaching and learning, standards or pupils' achievement. However, from the scrutiny of planning documents and resources and discussions with pupils and teachers, some strengths and weaknesses emerged.

### **Main strengths and weaknesses**

- The computer suite is a very good resource that is enabling pupils to become competent users of ICT.
- The use of ICT to support and extend learning is not firmly embedded in lesson planning across the curriculum.

### **Commentary**

63. The computer suite, installed some 18 months ago, is very well designed and represents a very good up-to-date resource for staff and pupils. Pupils in Year 1 have successfully developed mouse skills and dress Teddy, attach names to parts of the body, print numerals and associated number name and use a word bank and clip art in combination. Year 2 pupils confidently switched on computers and log on, navigate to a database and search on various criteria. Too little time was allocated for effective teaching and learning but it is clear that pupils were well on the way to becoming competent computer users. Planning for their class shows that there is at least some use made of ICT to support and extend learning in each of the subjects of the National Curriculum and religious education and this is providing satisfactory support for pupils' skill development.
64. Pupils in Year 6 did not have the benefit of the improved provision in their earlier years. However, they confidently demonstrate their use of a spreadsheet to generate graphs and tackle the task of drawing a hexagon with a screen turtle with interest and understanding. They have good general knowledge of, for example, viruses and Internet filters. Their teacher routinely looks for potential uses of the Internet to enhance learning.

65. The co-ordinator has clearly identified the need to develop assessment of skills as the means of ensuring and tracking pupils' progress. She also recognises the need to find more opportunities for pupils to use their developing skills in a wide range of contexts.  
**Information and communication technology across the curriculum**
66. The use of ICT across the curriculum is satisfactory but there is much scope for development. The school does not have independent Internet access and this presented difficulties during the inspection when older pupils were unable to access virtual galleries to support their work in art. Nevertheless on an earlier occasion these pupils successfully researched aboriginal art. There are good examples of pupils' word processing skills being used to enhance the presentation of poems that they had written. The covers for project folders, in geography, for example, are designed by pupils who combine text and graphics effectively. ICT is also often used effectively to support the learning of pupils with special educational needs.

## **HUMANITIES**

### **History**

Provision in history is **good**.

#### **Main strengths and weaknesses**

- Independent enquiry skills are taught well.

#### **Commentary**

67. Standards match national expectations in Year 2 and are above expectations in Year 6. Progress is good and pupils achieve well. Pupils in Year 2 have a sound knowledge of aspects of everyday life and changes experienced in the past, and make comparisons with aspects of life today. Their sense of chronology develops well as they learn about the distinctive characteristics of the Celts and Romans and discuss ideas associated with invasion and settlement. Pupils in Year 6 show good understanding of the importance of historical sources. They have a good knowledge of how British society was shaped by the Romans and Vikings. They are currently studying life in the nineteenth century, particularly in the local area, using the 1831 and 1871 censuses and assessing the extent to which the changes in this period were brought about by national events.
68. Teaching is good, overall, and leads to good learning. Teachers plan very effectively. They successfully challenge pupils and engage their interest. Good use of questioning skills ensures the active involvement of all pupils. Pupils are taught to assess what they know, decide what they want to find out, form historical questions and seek answers. Opportunities for imaginative writing, eyewitness accounts, diary entries, chronological and non-chronological writing are often missed. Leadership and management are good. The subject leader has a clear vision for the future development of the subject. The curriculum is enriched by visits to Dover Museum, Roman Days, Victorian Days and exploration of the local area. Resources are of good quality and are used well. Improvement since the last inspection has been good.

### **Geography**

69. It is not possible to form an overall judgement about provision, standards of work, achievement, or teaching, as no lessons were observed and little work was available for scrutiny. Examination of planning indicates that there is a scheme of work in place, based on national guidance, that provides for the teaching of the subject and the progressive development of pupils' skills, knowledge and understanding. Curricular opportunities are good. Pupils study the effects of the former coal-mining industry on the local area and discuss what

they like/dislike about the area. They visit Folkestone and compare seaside and country life. During a residential visit to East Sussex, pupils in Year 6 develop their knowledge of a contrasting area. The learning of all pupils is enhanced through the school's links with Sierra Leone and Indonesia. Analysis of displays, and discussion with pupils, reveal that younger pupils have a developing knowledge of areas beyond their own locality through the travels of 'Barnaby Bear'. Older pupils can explain the water cycle, the course of rivers and mountain environments. There is an appropriate emphasis on mapping skills and geographical enquiry skills. It is clear from discussion with the subject leader that leadership and management are good. The subject leader is enthusiastic and knowledgeable and has a clear vision for the future development of the subject. She monitors teachers' planning and pupils' work, to ensure continuity and progression.

## **Religious education**

Provision in religious education is **good**.

## **Main strengths and weaknesses**

- The curriculum is enriched through visits and visitors.
- The use of literacy skills is under-developed.

## **Commentary**

70. Standards of pupils in Year 2 and Year 6 match those expected in the locally agreed syllabus. Since the appointment of a new and enthusiastic co-ordinator, standards are improving. Pupils, including those with special educational needs make good progress and achieve well. This represents good improvement since the last inspection, when progress was satisfactory. Pupils in Year 2 have a developing awareness of the importance of key figures, sacred places and special books in Christianity and Judaism. Pupils in Year 6 have a sound understanding of the origin and role of the Christian Church and a developing knowledge of Hinduism and Sikhism.
71. Teaching is good and leads to good learning for all pupils, including pupils with special educational needs. The strengths of teaching are teachers' very good planning, good subject knowledge, engagement of pupils and high expectations. Pupils are encouraged to express their own experiences and thoughts. They show a high level of respect for the feelings, values and beliefs of others. The curriculum builds upon pupils' own experiences and cultural identity, and they are helped to understand the concepts specific to a faith tradition. Stories from different religions and cultures are read and discussed in literacy lessons. Links are made with mathematics through patterns and symbols associated with religion. Information and communication technology is used for research. The local church is used as a resource for learning and local clergy are regular visitors to the school. Pupils' spiritual development is enhanced through daily assemblies and church services. Leadership and management are good. The co-ordinator has effectively introduced the new locally agreed syllabus and provides valuable guidance for colleagues. Priorities for development are appropriate and good resources support pupils' learning.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Insufficient work was seen to make overall judgements about provision in art and design, design and technology, music and physical education. However, two physical education lessons were observed, pupils were heard singing and some instrumental tuition observed. Work on display, video and photographic evidence were also scrutinised. From this evidence it is possible to draw out some general and some particular strengths and weaknesses.

## **Main strengths and weaknesses**

- Pupils have good opportunities for taking part in sport and the arts.
- In those subjects that have co-ordinators, leadership is enthusiastic and well informed.
- Schemes of work do not always provide adequate support in terms of planning and assessing the progressive development of skills.
- The hall is not an adequate venue for physical education and performance in the arts.

### **Commentary**

72. **Art and design** has a secure place within curriculum planning and pupils' learning is enhanced through long term collaborations with visiting artists and through art weeks. Art is frequently used to support and extend learning across the curriculum, for example through portraits in history. Pupils made good jointed models out of card illustrating different stages in a sequence of movements in physical education. Involvement in competitions, for example in fashion design, also leads to work of good quality being produced. However, there is not enough focus on planning for the progressive development of skills from one year group to the next. The co-ordinator is alert to the need to raise the profile of art and design as a distinct area of the curriculum and actively and successfully seeks collaborations with other providers.
73. Discussion with a group of pupils indicated that they had learned a lot from a well-planned and organised **design and technology** project on making musical instruments. They had benefited from clear task-setting that included encouragement *to try to create an interesting and unusual instrument and make sure you test your instrument as you design it to be sure it will work, make changes to make it work better*. Pupils worked with understanding through a sequence of stages, including brainstorming, design ideas sheet, materials/tools/equipment, making, evaluating, looking at instruments designed and made by others. The project gave them a good understanding of the design process and valuable skill development opportunities in a context that was very useful to their learning about sound in science.
74. **Music** lessons are taught by a visiting specialist at a time that was outside the inspection period. Although pupils were heard singing in an assembly there was no other evidence of music making or appreciation apart from a video of a recent performance of Joseph and his Amazing Technicolour Dream Coat. This was a performance of above average quality, a fact clearly recognised by those parents who came to more than one performance. There is an obvious need to build on staff skills and pupils' enthusiasm and talents so that music permeates the life of the school more fully.
75. **Physical education** provision suffers from the lack of a suitable hall, a level playing field and an adequate sized hard area. Nevertheless the subject has a secure place within the school's curriculum and there is a good programme of staff training that has covered basketball, netball and gymnastics; the current priority for development is, appropriately, dance. There is good extra-curricular provision with about one third of the eligible pupils attending the football club, parents help with both football and netball. The school arranges good opportunities for pupils to learn to swim; the majority achieve the target of swimming 25 metres unaided. Residential experiences provide valuable opportunities for outdoor and adventurous activities.
76. The co-ordinator provides good leadership and support to colleagues, based on good subject knowledge and organisational skills. He rightly sees formalising existing assessment arrangements as key to improving the progressive development of skills throughout the school and further links with other clubs and associations as the means to developing further what the school offers.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

77. No overall judgement is made about provision in personal, social and health education (PSHE) and citizenship because no lessons were observed. However, concern for pupils' personal and social education effectively permeates all aspects of the work of the school and in that sense provision is good. Health education is taught through science and other areas of the curriculum. As part of its drive to develop a healthy school the school has achieved Active

Mark status and is embarking on the next stage of co-ordinating its work in promoting physical activity, relationships and anti-bullying, emotional literacy and independent learning. This represents good practice.

78. Although none were observed there are regular lessons in PSHE, including circle time. The school council, although in its infancy, provides valuable opportunities for pupils to take responsibility and to develop their understanding of citizenship.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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