

# INSPECTION REPORT

**ST SIMON OF ENGLAND ROMAN CATHOLIC PRIMARY  
SCHOOL**

South Ashford

LEA area: Kent

Unique reference number: 118772

Headteacher: Mrs E M Willis

Lead inspector: Mr G Bancroft

Dates of inspection: 1 – 3 December 2003

Inspection number: 257954

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	202
School address:	Noakes Meadow South Ashford Kent
Postcode:	TN23 4RB
Telephone number:	(01233) 623 199
Fax number:	(01233) 640 616
Appropriate authority:	Governing body
Name of chair of governors:	Mrs S Kennett
Date of previous inspection:	30 March 1998

## CHARACTERISTICS OF THE SCHOOL

The school provides education for the children of communicants of the Roman Catholic faith in the south of Ashford, Kent. About a third of the school's pupils are not Catholics and come from nearby housing estates. Many of the community face social and economic challenges. The attainment of children when they start school is below average. The percentage of pupils with special educational needs is well above average. The percentage of pupils with statements of special educational need is below average. There are two pupils who speak English as an additional language. In recent years the governing body have found it difficult to attract and retain staff. Since the appointment of the current headteacher in January 2003 this situation has been eased.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	G Bancroft	Lead inspector	English Physical education English as an additional language
9457	G Bindoff	Lay inspector	
33102	A Brunt	Team inspector	Mathematics Science Information and communication technology Art and design Design and technology
11901	P Lowe	Team inspector	Geography History Music Areas of learning in the Foundation Stage Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school that provides **good** value for money. Pupils achieve **well** and standards are improving. The quality of teaching is **good**. The leadership and management of the governing body and the headteacher are **very good**.

The school's main strengths and weaknesses are:

- Pupils attain above average standards in mathematics and history by the end of Year 6.
- Pupils achieve well because the quality of teaching is good and the support provided by teaching assistants is very good.
- Pupils have very good attitudes to their learning and behave very well.
- The provision for pupils with special educational needs is very good.
- Some classrooms are small and overcrowded and the quality of accommodation is unsatisfactory.
- There are some aspects of provision for pupils' health and safety that are unsatisfactory.

Improvement since the time of the last inspection is **satisfactory**. Children under five now have access to a full range of outdoor provision and the resources to support the teaching of personal, social and health education and citizenship are now good.

### 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	B	B	A
mathematics	D	C	E	C
science	A	C	D	A

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

Achievement overall is **good**. Attainment on entry to the school is below average. Children make good progress in the reception class. However, by the time they leave the reception class their attainment is still below that expected. Inspection findings show that by the end of Years 2 and 6 standards are at least in line with those expected for pupils' ages. Standards at the end of Year 2 in reading, writing and mathematics are average. By the end of Year 6 standards in English and science are average, whilst standards in mathematics and history are above average. Inspection evidence shows that standards are improving and are currently better than shown by the national test results in recent years. The school's good assessment procedures have set challenging targets for attainment over the next two years, clearly indicating that standards will continue to improve. Pupils with special educational needs achieve well. Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. Attendance is good.

### QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching is **good** and the contribution made by teaching assistants to pupils' learning is very good. This is the main reason why standards are improving. The breadth of curricular opportunities and activities for the enrichment of pupils' learning are good. The accommodation is well maintained. However, some classrooms are small and overcrowded and the quality of accommodation is unsatisfactory. The provision made by the school to ensure pupils' care, welfare, health and safety are good. Even so there are some health and safety issues that governors need to address. The partnerships formed by the school with

parents are very good and partnerships with the community are good. Parents are very supportive of the school both financially and in terms of the time and help they provide.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good**. The governing body fulfils its duties very well and has led the school effectively through some challenging times since the last inspection. Governors are very knowledgeable about the school and understand very well what needs to be done to bring about improvements. The headteacher has been in post for almost a year and is leading the school very well. Her leadership is resulting in improvements in both standards and provision. The leadership of teachers who have responsibility for the co-ordination of subjects is good. The financial management of the school is very good and governors ensure that resources are used very well to support pupils' learning.

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

Parents have positive views of the school and feel that it has many **good** features. Pupils feel that the school is **very good**. Pupils feel they are taught and supported well and that the school provides them with a very good range of learning activities.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Improve the quality of accommodation.
- Address the health and safety issues identified by the inspection.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Children in the reception class achieve well. However, by the time they leave the reception class standards are below those expected for pupils of this age. By the end of Years 2 and 6 pupils' achievement is **good** and they attain standards that are average for their age.

#### Main strengths and weaknesses

- Pupils in Years 1 to 6 achieve well.
- By the end of Year 6 standards in mathematics and history are above average.
- Standards overall are improving.

#### Commentary

1. Children enter the reception class with attainment that is below that expected for their age. By the time they leave the reception class their attainment is still below that expected for their age. However, many children make good progress and achieve well during their time in the reception class.

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

Standards in:	School results	National results
reading	14.9 (14.6)	15.7 (15.8)
writing	14.1 (12.7)	14.6 (14.4)
mathematics	15.4 (14.9)	16.3 (16.5)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	27.8 (28.2)	26.8 (27.0)
mathematics	25.1 (26.8)	26.8 (26.7)
science	28.3 (29.0)	28.6 (28.3)

*There were 32 pupils in the year group. Figures in brackets are for the previous year*

2. In 2003 the national tests for the end of Year 2 showed that standards in reading, writing and mathematics are below average. When compared with standards in similar schools attainment in writing is below average and attainment in reading and mathematics is well below average.
3. The 2003 national tests for the end of Year 6 show that standards in English were above average, standards in mathematics well below average and standards in science below average. When compared with similar schools, using pupils' prior attainment as a measure, standards in English and science are well above average and standards in mathematics are average.
4. In recent years, by the end of Year 2, standards in reading and mathematics have been below average. Standards in writing have varied from year to year, but showed a marked

improvement in 2003 over the results for 2002. Over the last five years, standards at the end of Year 6 have fallen, although those in English have remained higher than those for science and mathematics. Inspection findings show that standards throughout the school are improving. This is because staffing is more settled following the appointment of several new teachers. The school has also had a major focus on raising standards in mathematics and this is proving to be successful. The school's targets for attainment in 2004 and in 2005 indicate that by 2005 standards for the end of Year 6 will be above average in English, mathematics and science.

5. The following table shows the inspection findings for the standards attained and how well pupils achieve in each subject by the end of Years 2 and 6:

Subject	Standards and achievement by the end of Year 2	Standards and achievement by the end of Year 6
Reading	Average standards with good achievement	n/a
Writing	Average standards with good achievement	n/a
English	n/a	Average standards with very good achievement
Mathematics	Average standards with good achievement	Above average standards with very good achievement
Science	Average standards with good achievement	Average standards with good achievement
Information and communication technology	Average standards good achievement	Average standards with good achievement
Geography	Average standards with good achievement	Average standards with good achievement
History	Average standards with good achievement	Above average standards with very good achievement
Art and design	Average standards with good achievement	Average standards with good achievement
Design and technology	Average standards with good achievement	Average standards with good achievement
Music	Average standards with good achievement	Average standards with good achievement
Physical education	No judgement	Average standards with pupils achieving satisfactorily
Personal, social, health education and citizenship	Average standards with good achievement	Average standards with very good achievement

6. Overall, pupils achieve well because the quality of teaching is good. The school has a higher than average number of pupils with special educational needs. These pupils achieve well because they are supported well by teachers and by teaching assistants. The school has identified a number of gifted and talented pupils in each year group and these pupils also achieve well.

### **Pupils' attitudes, values and other personal qualities**

Overall pupils' attitudes to their learning and their behaviour are **very good**. Pupils' personal qualities and their spiritual, moral, social and cultural development are very good. Attendance and punctuality are good.

## Main strengths and weaknesses

- The school has high expectations of how pupils will behave. Pupils respond very well to these expectations and their behaviour is very good.
- Pupils have very good relationships with each other. Because of this there is freedom from bullying, racism and other forms of harassment.
- Pupils' relationships with adults are very good, which helps to promote pupils' self-esteem and confidence very well.
- The school's very good promotion of pupils' spiritual, moral, social and cultural development enables pupils to have very good self-knowledge and spiritual awareness. It also enables pupils to appreciate their own and others' cultural traditions very well.
- The school works effectively to promote good attendance.

## Commentary

7. Behaviour in lessons and around the school is very good. Occasionally the behaviour of some younger children is unsatisfactory. However, the school has very good procedures to support these pupils and their behaviour is improving very well. Pupils are very supportive and sensitive towards each other and respond very well to the excellent role models provided by adults in the school. Consequently incidents of bullying, racism and other forms of harassment are virtually unheard of. There are very good relationships between pupils and adults which promote pupils' confidence and self-esteem very well. These relationships also help pupils to become confident and committed learners.
8. The school promotes pupils' spiritual, moral, social and cultural development very well. This provision contributes very well to the culture of the school, which operates successfully as a caring and supportive community. Assemblies are a central feature of this very good aspect of provision. They are used very well to raise pupils' spiritual and moral awareness and introduce them to the traditions of other cultures. During the inspection pupils were visibly moved by an excellent assembly about the significance of Remembrance Day.
9. Attendance is good and pupils arrive at school and at lessons punctually. The school's actions to promote attendance are good and are supported well by parents and carers.

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

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.1
National data	5.4	National data	0.4

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

## Exclusions in the last school year

### Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	179	2	0
White – Irish	2	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Asian	2	0	0
Black or Black British – African	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	5	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Throughout the school the quality of teaching and learning is **good**. The breadth of curricular opportunities is **good** and activities for the enrichment of pupils' learning are also good. Resources to support pupils' learning are satisfactory, but the quality of accommodation is unsatisfactory. Provision to ensure pupils' welfare, health and safety is **good**. However, there are some outstanding health and safety issues. The school's links with parents are **very good** and links with the community are **good**.

### Teaching and learning

Teaching throughout the school is good. The quality of learning in lessons is also good. The school's procedures to assess pupils' attainment and progress are good.

### Main strengths and weaknesses

- Teaching in Years 3 to 6 is often very good.
- The teaching of English in Years 3 to 6 is very good and often excellent.
- Teachers promote equality of opportunity very effectively, ensuring that all pupils are included very well.
- The contribution made by teaching assistants to pupils' learning is very good.
- The quality of teachers' planning is very good.
- Teachers have high expectations of their pupils and encourage and challenge them very well.

### Commentary

#### Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (10%)	11 (37%)	11 (37%)	5 (17%)	0	0	0

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

10. The good contribution made by teachers and teaching assistants to pupils' learning is the main reason why standards are improving. In all years teachers' planning is very good. Day to day planning shows clearly how the needs of the different ability groups in each class will be met. The very effective partnership, in each class, between the teacher and the teaching assistant ensures that what is planned is evident in practice. Consequently pupils of all abilities are included very effectively in the activities that teachers plan for their learning. Pupils of all abilities learn well and the provision for pupils with special educational needs and those who the school recognises as gifted and talented is very good.
11. Some of the best teaching is seen in English. In Year 1 and in Years 5 and 6 excellent teaching is evident. This enables pupils to learn very well and many are making excellent progress. This is particularly so in reading and writing, where standards are improving rapidly.
12. The relationships between teachers and their pupils are very good. In all years teachers are enabling pupils to become confident learners. For example, pupils answer questions and express their views confidently. Teaching is often stimulating and captures pupils' interest. Teachers have high expectations of how hard pupils work and how well they will behave. Pupils respond very well to these expectations. As a result pupils apply themselves well to their learning and work hard.
13. The procedures to assess pupils' attainment and progress in all subjects are good. Teachers use the assessment information they gain well to keep pupils informed about how well they are progressing. They also involve pupils well in deciding what they need to do to improve further. This helps pupils to have a good understanding of their own learning. Teachers use the opening part of lessons very well to explain to pupils about what they are going to learn. The last part of lessons is also used well to help pupils to evaluate how successful their learning has been, Homework is used satisfactorily to extend pupils' learning. At school pupils often show good levels of independence when undertaking their own research.

## **The curriculum**

The breadth of learning opportunities provided for pupils is good. The range of activities to enrich pupils' learning is also good. Resources to support pupils' learning are satisfactory. The quality of accommodation is unsatisfactory.

## **Main strengths and weaknesses**

- The equality of access and opportunity for all pupils to the range of learning opportunities provided by the school is very good. Consequently all pupils are included very well in the full range of activities provided by the school.
- The provision made for pupils with special educational needs is very good.
- Opportunities for pupils to participate in extra-curricular activities are good.
- The accommodation is well maintained but is unsatisfactory because some classrooms are too small.

## **Commentary**

14. The school is fully inclusive and provides equality of access and opportunity for all pupils to all areas of learning. The school does this successfully. The curriculum is planned effectively. Teachers enable pupils to understand the links that exist between subjects and how their learning in one subject can be used to support their learning in others. For example, pupils are aware of the use of information and communication technology to support learning in English. The curriculum requirements demanded by law are met in full. The range of learning opportunities provided for pupils in Years 3 to 6 is good. This includes good provision for pupils' personal, social and health education and the teaching of French. The school enriches the curriculum with a good range of extra-curricular activities and educational visits.

15. There is a good match of teachers to the curriculum and the provision for each subject benefits from the enthusiasm and expertise of a good co-ordinator. The governing body has provided the school with a good number of teaching assistants who contribute very effectively to pupils' learning and to the good progress that pupils make. They also contribute very effectively to the very good provision made for pupils with special educational needs. Teachers and teaching assistants receive very good guidance in the provision they make for pupils with special educational needs from the special educational needs co-ordinator.
16. Resources to support pupils learning are satisfactory and the school uses its available resources wisely. Accommodation is currently unsatisfactory. Several classrooms are too small and are crowded. Some classrooms are open to adjoining corridors with the potential for pupils to be distracted by what is happening outside the classroom. The school is aware of this and has plans in hand to resolve the problem. Since the last inspection the school has made significant improvements to the outdoor provision for the youngest pupils.

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

The school provides good care, guidance and support for pupils. Pupils and their families are very well known and feel loved and valued. Procedures for ensuring pupils' welfare are good and very good provision is made for their support and guidance.

### **Main strengths and weaknesses**

- Pupils are very well known in the school.
- There is a friendly, family atmosphere and relationships between the pupils and between pupils and adults are very good.
- Pupils with special educational needs are very well supported so that they make good progress.
- Pupils' views of the school are listened to and acted on.
- Some aspects of health and safety need improvement and there is no suitable area for the treatment of accidental injuries.

### **Commentary**

17. The school provides a loving, caring environment for all pupils and their families. Parents say that they feel valued by the school and like the friendly, family atmosphere. Good strategies are used to promote pupils' self-confidence and self-esteem. This supportive environment enables pupils to work hard, to achieve well and to develop personal aspects of their lives.
18. Provision for child protection is good and staff are well informed about what to do if they have any concerns about pupils' wellbeing. The good programme for personal, social and health education supports provision for child protection well by raising pupils' awareness of related issues. There are good procedures for monitoring health and safety. However, there are some gaps in the provision of risk assessments which need to be completed. There is a very good level of staff training in first aid but the school currently lacks the space to provide a suitable area for the treatment of accidental injuries.
19. The school's guidance and support for pupils is very good. Parents like the way their children are treated as individuals and think the school 'finds a strength in every child'. Very good support is given to pupils who have difficulty settling into school routines. The school also has a 'Rainbow' club which gives pupils personal support and provides a safe place for pupils to share their problems. Pupils say that they find it easy to discuss problems with their teachers.

20. The school council is well established and is used effectively to take pupils' views into account. Pupil councillors discuss ideas with the rest of their class and represent their views well. Older pupils take a very active part in school life and have an important role in the school community. Their very good relationships with staff and their responsible attitudes ensure that their suggestions are listened to and are taken seriously.

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

The links between home and school are very good and contribute very well to pupils' good progress. The school has good links with the community and these enrich pupils' learning. The partnership with the main feeder secondary school is good and helps pupils transfer smoothly. However, links with the local cluster of primary schools and with pre-school groups could be strengthened.

### **Main strengths and weaknesses**

- Very good information is provided for parents about the day to day life of the school.
- Parents are very active in the school as volunteer helpers and the Parent/Teacher Association supports the school very well.
- The school works closely with parents of pupils with special educational needs, contributing well to the pupils' good progress.
- Links with the community enrich pupils' experience and support their learning well.
- The good partnership with St Anselm's Roman Catholic Secondary School help pupils to transfer smoothly to their secondary education.
- There is no 'code of practice' for parent volunteer helpers.
- Links with local pre-school groups and with the local cluster of primary schools are still at an early stage of development.

### **Commentary**

21. The school provides very good information for parents. This information gives parents a good view of the school's work. There are very good formal and informal opportunities for parents to see class teachers. Parents appreciate the crèche run by the headteacher so that they can attend meetings in the school. Annual reports on pupils' progress give good information about what they have achieved during the year and include targets for future learning. Parents have good information about what their children will learn and are able to give good support to learning at home. This very good partnership contributes effectively to pupils' good progress. The school plans to improve information about the National Curriculum levels pupils achieve and this will give parents more detailed information about how their children are getting on.
22. Parents contribute very well to the life of the school and many help in classrooms. They have very good relationships with class teachers and are well directed. However, there is no 'code of practice' for parent volunteers and they have no formal guidance about issues of confidentiality, child protection and appropriate contact with the pupils. The Parent/Teacher Association works very effectively, raising significant funds. These funds benefit pupils by providing support for out of school visits and for the purchase of resources, for example overhead projectors.
23. The school has established some very good links with the community and visitors often enrich pupils' learning very well. The school also gives good support to schemes which benefit pupils and their families, including the Sure Start programme. The partnership with St Anselm's Roman Catholic Secondary School is effective and helps pupils to transfer smoothly into Year 7. The school also has a good relationship with Canterbury Christ Church University College and supports students very well in their initial teacher training. This contributes to the professional development of teachers at the school. However, the

links with local primary and pre-school groups are at an early stage of development and there is scope for them to be extended.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good**. The headteacher and the governing body provide very good leadership. The leadership of other key staff is good and management is very effective.

### **Main strengths and weaknesses**

- The governing body has a very good understanding of the strengths and weaknesses of the school.
- The governors provide very good support for the headteacher, fulfilling their role as 'critical friends' very well.
- The headteacher has a clear vision and high aspirations for the development of the school. Her very good leadership is resulting in improving standards.
- The commitment of the leadership to the promotion of equality and concern for the needs of individuals is very good.
- The financial management of the school is very good and is very effective in helping the school to achieve its educational priorities.

### **Commentary**

24. The governing body has led the school very effectively through the challenging times that the school has experienced since it was last inspected. Attracting and retaining teaching staff has proved to be very difficult. It also proved difficult to appoint a headteacher of a suitable calibre. The persistence of governors in pursuing the appointment of a very good headteacher and teachers is being rewarded by the current pattern of improving standards. Governors have a very clear vision for the future of the school and are promoting improvements very effectively whilst maintaining the school's ethos and character.
25. The headteacher has been in post for almost a year. Her working partnership with the governing body is very effective. Together they have a very good understanding of the school's strengths and weaknesses and of what needs to be done to bring about improvements. They have identified the main priorities for development and have formulated a very good improvement plan. This plan shows clearly how the improvements will be brought about. The implementation of this plan is already leading to improving standards.
26. Members of staff with key responsibilities, such as subject co-ordination, fulfil their duties well. Many co-ordinators are recent appointees to their posts. However, they have an accurate picture of standards in the subjects they co-ordinate and know what needs to be done to improve standards. Subject co-ordinators provide good support for their colleagues.
27. The financial management of the school and the use of the available resources are very good. Governors ensure that plans indicate exactly how financial resources will be used to support pupils' learning. The office staff work very efficiently and effectively to ensure the school operates smoothly. They also liaise closely with the headteacher and governors to ensure that spending on the identified educational priorities is monitored closely.

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

Income and expenditure (£)	
Total income	533,324
Total expenditure	511,537
Expenditure per pupil	2,435

Balances (£)	
Balance from previous year	35,653
Balance carried forward to the next	29,973

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

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

Provision in the Reception class (Foundation Stage) is **good**.

Children enter the Reception class in the September of the academic year in which they are five. Standards on entry are below those expected for children of this age, particularly in communication and social skills. All children, including a high proportion of children with special educational needs (30 per cent), make good progress through the Foundation Stage, and achieve well in the six areas of learning. The curriculum provides for children's learning satisfactorily and gives a satisfactory combination of work directed by adults and child-directed activities. Children are successfully encouraged to explore, experiment, practise new skills, and engage in role-play. Standards, overall, at the end of the Reception year are below those expected for children of this age because although 70 per cent of the children achieve the Early Learning Goals in all areas of learning, children with special educational needs do not.

Leadership and management of the Foundation Stage are good. The co-ordinator demonstrates a very good sense of purpose and clarity of vision. She provides a very good role model for staff and children and has created an effective team. Teaching is good. The strengths of teaching are very good planning, the engagement of children, high expectations, good challenge and the contribution of teaching assistants. Assessment is used effectively to meet the needs of all children. The outdoor area is used well to complement the indoor classroom. However, children do not have enough access to the school hall for physical development when the outdoor equipment cannot be used in inclement weather.

#### **Personal, social and emotional development**

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

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

- The planned opportunities for children to develop their communication and social skills are good.
- The promotion of equality of access and opportunity is very good.

#### **Commentary**

28. Personal, social and emotional development is effectively promoted in all areas of children's learning. Very good induction procedures and continuing support give children a good start to their early learning. Carefully planned, well-focused activities engage their interest and attention. Most children respond well to what is provided and 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 limited space and satisfactory resources are used well to create a stimulating learning environment, and encourage independence. Children's attitudes, behaviour and relationships are good. They learn to share as they work together in groups and recreate roles in the role-play area. All children develop an understanding of the difference between right and wrong and are beginning to accept the need for a common code of behaviour.

#### **Communication, language and literacy**

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

## **Main strengths and weaknesses**

- There are well-planned activities to develop children's language skills.
- The basic skills of speaking, listening, reading and writing are taught well.

## **Commentary**

29. There are well-planned activities to develop language skills in all areas of the children's learning. The early emphasis on sounds and word-building skills help pupils' language development. Direct teaching is followed by focused activities that support what has been learnt. For example, children write party invitations for 'Elmer's Parade', using their knowledge of letter and word sounds to attempt to write words. Sessions are structured to provide a good balance between time for adult-directed activities and individual choice. Children's language is developed through role-play, for example, as they prepare for Elmer's celebration, making fruit salad, 'reading' the recipe, laying the table, and eating together. The emphasis is on key vocabulary, such as 'preparations' and 'celebrations'. Most children listen carefully, extend their vocabulary and use a widening range of words to express their ideas. Children's reading skills are developed well through listening to stories, sharing books with adults, exploring books on the computer, and joining in familiar rhymes and songs. They are taught to develop good letter formation, and many apply their writing skills well.

## **Mathematical development**

Provision in mathematical development is **good**.

## **Main strengths and weaknesses**

- Teachers provide a good range of practical activities help to develop mathematical skills.
- Good use of sand, water and role-play develops mathematical concepts.

## **Commentary**

30. Oral work is reinforced well through practical activities and simple programs on the computer. Most children recognise numerals to ten, and count to twenty accurately. They compare two groups of objects, saying correctly whether they have the same number, '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'. Children sequence objects in order of size, using vocabulary such as, 'different sizes', 'shorter' and 'taller' correctly. Children develop positional language, as they organise themselves, 'next to', 'in front of', and 'behind' each other. They use this language well. Children's knowledge of shapes develops well through printing with shapes, 'junk'- modelling and building with three-dimensional shapes.

## **Knowledge and understanding of the world**

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

## **Main strengths and weaknesses**

- Children's ICT skills are developed very well.
- Teachers provide a good range of activities that develop understanding and use of the senses.

## Commentary

31. Children become familiar with the local environment as they visit the shops and are visited by people from their community, such as the rail safety officer. They visit a different place, each year, for example, 'The Museum of Kent Life, 'Farming World' or 'The Hythe and Dymchurch Railway'. Children's interest in why things happen and how things work develops well as they examine objects and practice their building skills. They learn that some materials can be separated from other materials by sieving, and others are changed by heating. Their care for all living creatures develops well as they take care of the garden, and examine worms and other creatures. They develop their literacy skills as they 'read' recipes, when making a tropical fruit salad. Children's computer skills are developed progressively. They competently use a range of software to support the development of their recognition of letter sounds, reading, writing, number, sorting and matching, and investigate weather, the seasons, and living and non-living things. Children's awareness of religious beliefs develops well as they learn about special times, places and people.

## Physical development

Provision in physical development is **good**.

## Main strengths and weaknesses

- Children's respond well to rhythm and music.
- Physical skills in the classroom are taught well.

## Commentary

32. Children move 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 safely. Their ability to move with confidence, imagination, control and co-ordination is developing satisfactorily. They use climbing and balancing equipment and travel along, over and under equipment, using a range of body parts with good control. Together, they learn to play games, and make good progress in their ability to throw and catch balls. 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 **good**.

## Main strengths and weaknesses

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

## Commentary

33. Children's creativity is developed within well-organised learning areas. With guidance and support, they learn to use primary colours and to differentiate and mix colours. Children explore African art, on the computer, and produce symmetrical patterns. Their ability to cut and join a variety of materials is developing well. Adults encourage children successfully to talk about their work and children use the correct vocabulary. Children develop their ability to draw, paint, and make models. There is a clear focus for each activity. Children explore loud and quiet sounds with their hands, voices and instruments and listen to music from other

cultures. Adults encourage them successfully 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. Classroom displays demonstrate clear progress over time in the use of colour and in pencil and brush control.

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

### **ENGLISH**

#### **English**

Provision in English is **very good**.

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

- Pupils achieve well.
- The quality of teaching is very good. In lessons in Years 3 to 6 teaching is often excellent.
- Teachers provide pupils with a very good range of activities for writing which lead to improving standards.
- The leadership and management of the subject are good.

#### **Commentary**

34. Inspection findings show that standards at the end of Years 2 and 6 are average. However, the school has good procedures to assess pupils' attainment and progress that clearly show that standards are improving. The targets set for pupils' attainment in 2005 and 2006 indicate that standards by that time will be well above average. This improvement is attributable mainly to the very good teaching found in Years 3 to 6 and especially the excellent teaching of writing.
35. By the end of Year 2 standards in speaking and listening are average. By the end of Year 6 standards are above average. Teachers provide good activities for pupils to develop their speaking and listening abilities. Very good relationships between teachers and pupils mean that pupils embrace opportunities to speak in public during lessons and assemblies with great confidence. Teachers also use questions very effectively, challenging pupils to provide answers that are increasingly detailed, making good use of a more interesting range of words. Many pupils answer questions and present their arguments thoughtfully. This is because teachers give pupils time to think about their answers and to discuss what they intend to say.
36. Standards in reading at the end of Year 2 are average. Reading is taught well and teachers are working effectively to improve standards. Pupils read each day. When they read they are often supported very well by teachers, teaching assistants and other adult helpers. Pupils frequently take books home and many parents make a good contribution to helping their children to read. Standards at the end of Year 6 are also average. Older pupils read widely and many are enthusiastic readers. Reading poetry is a particularly popular option and pupils speak enthusiastically about their favourite poems and books. Teachers provide older pupils with very good opportunities to link their reading with their writing. Pupils write detailed book reviews in their reading journals. Many reviews written by pupils in Year 6 are above average.
37. Standards of writing by the end of Years 2 and 6 are average. However, there is clear evidence that standards are improving, particularly in Years 4, 5 and 6. This is because the quality of teaching of writing is very good. Pupils in all years benefit from very good opportunities to develop their writing abilities in a range of styles. For example, pupils in Years 5 and 6 respond very well when they write well known stories in their own words and write

alternative endings for stories. Younger pupils are taught very well to use punctuation and to structure sentences correctly. Higher attaining pupils apply this learning well when they write independently. Teachers are using the principles advocated by the National Literacy Strategy very well to support the development of pupils' writing.

38. The leadership and management of the subject are good. The subject co-ordinator, in partnership with the headteacher, analyses the quality of pupils' work. She identifies what needs to be done to bring about further improvement and advises her colleagues on how to bring these improvements about. This practice is making a significant contribution to the rapidly improving standards evident in the school.

#### **Example of outstanding practice**

##### **The excellent teaching of poetry in a Year 5 lesson**

The teaching in this lesson was inspirational and captured pupils' imaginations and enthusiasm totally. The teacher challenged pupils to write poems in the acrostic and Kenning style. Examples of each style were shared and pupils identified the key features of each style. The teacher asked very challenging questions that tested pupils' knowledge to a level far beyond that expected for their age. Pupils' understanding was affirmed when they read out their own poems in the acrostic or Kenning style. Pupils of all abilities were eager to read and did so confidently. There was appreciation from everyone of the examples that were read out, especially those read by lower attaining pupils. Pupils of all abilities were able to explain very clearly why their poems fitted the particular style they had chosen.

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

39. The use of language and literacy skills across the curriculum is good. Pupils in Years 1 and 2 acquire and apply these skills satisfactorily and pupils in Years 3 to 6 do this well. Teachers provide pupils with very good opportunities to speak and listen and to discuss their work in all subjects. Teachers use questioning very well to extend pupils' speaking and listening abilities. Opportunities to read for research purposes are also used well by pupils in subjects such as geography and religious education. Teachers provide pupils with good activities to develop their writing in many subjects. Teachers insist on the same quality of work that they demand in English lessons and help pupils effectively to understand the value of writing well in all subjects.

#### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Lesson objectives are routinely shared and discussed with pupils. This helps pupils to know how well they are getting on.
- The quality of teaching and learning is good.
- Pupils discuss their work well and are supported well in using correct vocabulary.
- Pupils' mental recall is a weaker feature of their learning in mathematics, although strategies are in place to address this.
- Teachers' subject knowledge with respect to shape and space is less secure than in other areas of mathematics.

##### **Commentary**

40. Inspection findings show that by the end of Year 2 standards in mathematics are average. By the end of Year 6 standards are above average. Standards are improving and better than those found in recent years. This has been achieved through careful analysis of pupils' work and identifying and setting realistic but challenging targets for attainment. These are currently

focussed on developing pupils' mental recall and application of number facts. All groups of pupils make good progress, with girls and boys making similar progress. Pupils with special educational needs are very well supported, often by teaching assistants.

41. Teaching and learning are good and lessons are well planned to engage pupils' interest and ensure progression in mathematical skills. Work is matched very well to pupils' needs and ensures that they are able to make very good progress. A strong feature of this differentiation is the deployment of adults in the class to provide very good support. A very good example of this was seen in a Year 4 lesson on fractions. The lesson was planned so that at the beginning the teaching assistant worked with a group of pupils with special educational needs to reinforce their understanding of halves. This enabled them to work with the class teacher on a very similar activity to that of the rest of the class and to achieve well. Teaching assistants are knowledgeable about mathematics and also provide very good support to other groups of pupils, for example in Year 3 the teaching assistant used good questioning techniques to help two pupils recognise that the rectangle that they had formed from joining two smaller rectangles had four sides rather than eight as they had initially thought.
42. Teachers support pupils very well in helping them to evaluate their own learning. A very good example of pupils' response to this was seen in a Year 3 lesson during which the teacher asked the pupils how successful they had been in achieving the learning objectives. The majority said that they had made and identified new shapes from two rectangles well but had had some difficulties with the work on the properties of quadrilaterals and would like to spend some more time on the topic. This process of evaluation is carried through into the pupils' written work where they record the learning objective and teachers comment on pupils' success towards achieving the objective. This is a particularly strong feature in Year 6 where the teacher includes questions to the pupils in her marking and the pupils have time to respond to these in their books.
43. Pupils regularly use computers to practice mathematical skills. In most lessons this is well integrated into the planning but sometimes pupils miss out on a more challenging and interesting mathematical activity to work on a relatively mundane task. Mathematics is well led and managed by a knowledgeable co-ordinator. The co-ordinator has carried out an audit to identify areas of weakness in pupils' learning and supported staff in putting strategies into place to secure improvement.

### **Mathematics across the curriculum**

44. Pupils in Years 1 and 2 apply their mathematical knowledge satisfactorily to their learning in other subjects. Pupils in Years 3 to 6 do this well. Younger pupils use their counting skills satisfactorily in subjects such as science and geography. Older pupils apply their mathematical knowledge well in these subjects to organise and analyse data. They clearly understand how graphs and tables can be used for this purpose.

### **SCIENCE**

Provision in science is **good**.

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

- There is a strong emphasis on practical work and scientific investigations.
- Teachers plan interesting lessons from a well-structured scheme of work.
- Teachers emphasize the correct use of scientific language.
- Pupils' skills in drawing conclusions from practical work are not developed sufficiently well.

## Commentary

45. By the end of Years 2 and 6 standards are average. Pupils make good progress and are achieving well. Pupils with special educational needs are well supported by teaching assistants and progress as well as their peers. Teaching and learning are good overall with some very good teaching seen in Years 5 and 6. Teachers plan interesting activities for the pupils. For example in Year 2 a parent brought her baby into the class. This enabled pupils to see for themselves how babies grow and to make thoughtful comparisons with their own development. In Year 6 pupils use digital microscopes well to view and photograph the mould that has grown during their investigation.
46. There is strong emphasis on investigative work and pupils have many opportunities to carry out experiments in their lessons. In Year 2 pupils predict electrical circuits that will or won't light a bulb then make and test these. In Year 6 they investigate the effects of light on the growth of plants, the growth of mould on bread placed in different locations and make and test paper aeroplanes. In a very good Year 5 lesson pupils observe the formation of condensation on cling film stretched over a bowl of warm water. They work carefully, paying attention to reminders about working safely, and are able to explain how condensation happens. Pupils in Year 5 and Year 6 record their investigations correctly. However, they do not always refer back to the original aims of the investigation and to what they already know about the topic.
47. Teachers support pupils well in learning and using scientific language correctly. In the lessons seen teachers start with a review of key words for the topic on which they are working. In a Year 6 lesson on helpful and harmful bacteria the teacher introduces the word 'micro-organism', reminding pupils that they have discussed the prefix 'micro' in their literacy work, and includes the word 'pathogen' for the benefit of more able pupils. Pupils keep a glossary of scientific terms in their exercise books. In Year 2 pupils use key words provided by the teacher in comparing the development of the baby with their own development.
48. Science is well managed by an enthusiastic subject leader who has worked effectively to ensure that the profile of the subject remains high. He has not yet had chance to formally monitor the quality of teaching and learning. However, he is fully aware of the good development of science throughout the school from discussions with members of staff and from looking at pupils' work.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

### Main strengths and weaknesses

- ICT is used well across the curriculum to enhance pupils' learning.
- Good use is made of the classroom computers.
- The school does not plan sufficiently for the direct teaching of computer skills.

## Commentary

49. Standards by the end of Years 2 and 6 are in line with those expected for pupils' ages. Some Year 6 pupils achieve very high standards because they do additional work on computers at home or use the computers in school break times. All pupils have good opportunities to use computers in their lessons. The good support that pupils from teaching assistants enables them to make good progress. By Year 6 most pupils work independently to produce an effective PowerPoint presentation or use word processing packages to present written work or work for display.

50. Due to restrictions in space in the school building the computers are all located in classrooms, three computers with Internet access being available in each room. The teaching of ICT skills takes place through the other subjects and the coordinator has provided a good scheme of work which is helping teachers to do this.. During the inspection only two lessons were seen in which ICT skills formed a main teaching focus but pupils were using computers in their work in almost half of the lessons seen. Teaching assistants play a crucial and effective role in supporting groups of pupils who are using ICT during lessons and there is an ongoing training programme for the development of their skills.
51. In Year 2 the class teacher worked with a group of pupils during an art lesson to help them develop skills of changing colours and of using a range of painting techniques using a paint program. In Year 3 pupils use the digital microscope to view and photograph images of different types of paper as part of their work on materials in design and technology. In Year 1 they learn a good range of ICT vocabulary related to their work on processing.
52. ICT is used well to support learning in a range of other subjects. In mathematics lessons pupils use a range of software to practise skills in sorting shapes, ordering numbers and in developing number sequences. In English pupils use word processing software and in Year 6 are challenged to introduce a table to make comparisons of their work with that of the featured author.
53. ICT is well managed by an enthusiastic and knowledgeable coordinator. The co-ordinator has a clear vision for the future of the subject. An analysis of staff training needs has been done and this has been used to focus her support for developing their skills. A teaching assistant is currently being trained as an ICT technician.

### **Information and communication technology across the curriculum**

54. ICT is used well to enhance pupils learning in a range of subjects. There are many good opportunities for pupils to use computers during lessons and in their own time. In all years many pupils use computers confidently. Teachers use computers particularly well to enhance pupils' learning in English. Pupils in all years apply their word processing skills to the levels expected for their ages. Pupils are also able to reproduce charts and diagrams to the standard expected for their ages. Older pupils are able to do this independently, with higher attaining pupils providing guidance and support for the classmates, illustrating their very good understanding.

## **HUMANITIES**

### **History**

Provision in history **is good**.

### **Main strengths and weaknesses**

- There are strong cross-curricular links.
- Independent enquiry skills are taught well.

### **Commentary**

55. By the end of Year 2 standards match national expectations. At the end of Year 6 standards are above those expected for pupils at this age. Pupils of all abilities make good progress and achieve well. By the end of Year 2, pupils have a sound knowledge of aspects of everyday life and changes experienced in the past. They make accurate comparisons with aspects of life, today. Pupils' sense of chronology develops well as they learn about famous events, such as 'The Great Fire of London'.

56. By the end of Year 6, pupils good show understanding of the relevance of historical sources. They have a good knowledge of how British society was shaped by the movement and settlement of peoples before the Norman Conquest. Pupils' research into life during Tudor and Victorian times and into the Second World War shows good understanding. Pupils use their literacy skills to write letters home, from the point of view of an evacuee. One girl concludes with the words, 'I'm frightened that I'll come back and you'll be gone; all that's left will be a letter on the crumbled table saying, 'Good-bye'. Pupils produced good PowerPoint presentations on children in the war, and plan to interview a former evacuee, as a primary historical source.
57. It is not possible to comment on the quality of teaching in Years 1 and 2, as no lessons were observed. An analysis of pupils' work suggests that teaching and learning are good. Teaching is good in Years 3 to 6, and leads to good learning. Planning is very good, and teachers successfully challenge pupils and engage their interest. Teachers encourage pupils successfully to form historical questions and seek answers.
58. Leadership and management are good. The co-ordinator has a clear vision for the future development of the subject and will meet with the staff in January, to agree the way forward. Improvement since the last inspection is satisfactory.

## Geography

Provision in geography is **good**.

### Main strengths and weaknesses

- There is a strong emphasis on geographical enquiry skills.
- There are good cross-curricular links.

### Commentary

59. By the end of Years 2 and 6 standards match those expected for pupils' ages. Pupils of all abilities make good progress and achieve well. By the end of Year 2, pupils have a sound knowledge of the local area. They draw plans of their journey to school and consider how to make the local area safer. Pupils draw on their literacy skills, as they compare and contrast life on a Scottish island with life in Ashford.
60. By the end of Year 6 pupils' knowledge of the importance and position of London and of life in India is satisfactory. Pupils are able to describe the course of a river, coastal erosion and deposition, and explain the water cycle correctly. They use their literacy and ICT skills well to carry out research. Pupils' mathematical skills develop well through map work, the use of co-ordinates and direction, and the presentation of their findings in graphs and tables.
61. It is not possible to make a judgement on teaching and learning, as no lessons were seen. It is clear, however, from teachers' planning, pupils' work and discussion with pupils that the quality and range of learning opportunities are good. The quality of pupils' work shows that teaching and learning are good. There is a good emphasis on mapping skills and geographical enquiry skills that are further promoted through the annual, residential visit.
62. Leadership and management are good. The co-ordinator is enthusiastic and knowledgeable and has a clear vision for the future development of the subject. She will meet with the staff in January to plan future developments. Improvement since the last inspection is satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

Provision in art and design is **good**.

#### Main strengths and weaknesses

- Teaching is good and pupils achieve well.
- Space to store and display pupils' three-dimensional work is limited.

#### Commentary

63. By the end of Years 2 and 6 standards are in line with expected for pupils at these ages. Teaching and learning of art is good and standards are at expected levels. In Year 2 pupils have responded to a painting of Van Gogh's bedroom to explore for themselves the use of shape, line, light and dark and colour in their own work. They explain how to mix different shades of colour and how they have used light and dark shading to enhance their sketches of an interesting plant. In Year 6 they design and make masks of different types, using sketchbooks well to plan their work. The standard of this work is in line with that expected for pupils at this age.
64. Display around the school includes some good pencil and pastel sketches of shells in Year 5 and some very effective two and three-dimensional work on fireworks in Year 1. The co-ordinator runs a well-attended art club for pupils in Years 3 to 6, where they work collaboratively on larger projects, including some good stained glass work for each classroom. The teachers are trying to improve three-dimensional work but feel limited by the available storage space.

### Design and technology

Provision in design and technology is **good**.

#### Main strengths and weaknesses

- Teaching is good and pupils achieve well.
- Pupils present their work well.

#### Commentary

65. Standards, by the end of Years 2 and 6, are at the expected level. In Year 2 pupils discuss well and record satisfactorily on annotated diagrams the materials that are used to make different parts of a car. Pupils use this information well to produce a design for a model car. In Year 5 pupils evaluate accurately different types of biscuit and make plain biscuits of their own with the help of a teaching assistant and a volunteer parent. Higher attaining pupils are challenged well by evaluating the nutritional content of the biscuits that they have made. In Year 6 pupils work on the theme of structure culminating in designing and making a shelter that will hold a child. Their work is well presented and shows the stages that they have gone through in the design process. All pupils evaluate their work satisfactorily. Lower attaining pupils achieve well because they are supported well by adults. Teachers help pupils to understand the evaluation process by noting questions about the developing designs for the pupils to consider.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- Pupils enjoy music and are keen to learn.
- The curriculum is enriched by opportunities to perform.
- The leadership and management of the co-ordinator are good.

### Commentary

66. By the end of Years 2 and 6 standards match national expectation. Pupils of all abilities make good progress and achieve well. The leadership and management of the co-ordinator are good. She has a clear vision for the future development of the subject. Resources are good, and are used well.
67. By the end of Year 2, pupils use their voices expressively, explore musical sounds and perform with others on percussion instruments, to match the rhythms of backing music and create rhythm patterns. They know that the beat is constant, but the rhythm follows the word patterns and successfully make up their own verses to a given song. They sing tunefully, in preparation for the Christmas production of 'The Grumpy Sheep'. By the end of Year 6, pupils create/compose their own successful four bar sections of music. Pupils are encouraged successfully to sing in tune and to sing in time with each other. They also listen and to evaluate each other's work thoughtfully.
68. Teaching is good in Years 1 and 2, and leads to good learning. The strengths of teaching are very effective planning, full inclusion of all pupils, and emphasis on effort and quality of performance. Strengths of learning are pupils' enjoyment of music and their creative effort. It is not possible to make an overall judgement on teaching in Years 3 to 6, as only one lesson was observed, in Year 3. Teaching was very good and pupils kept a steady tempo, as they performed music, based on phrases about the weather. Several pupils composed a piece of music on the computer. Pupils develop their literacy skills, as they listen, discuss, compose, evaluate their performance, and sing songs. They develop their mathematical skills well as they learn to read and write music.

## Physical education

It was not possible to observe any lessons in Years 1 and 2.

Provision for physical education is **satisfactory**.

### Main strengths and weaknesses

- Pupils' attitudes to their learning are very good.
- The range of learning opportunities provided by the school and the range of extra-curricular activities are good.
- The leadership and management of the subject are good.

### Commentary

69. By the end of Year 6 standards are in line with those expected for pupils at this age. The quality of teaching is satisfactory. The oldest pupils are provided with good opportunities to acquire and apply a range of skills in games such as hockey and rugby. In some lessons good use is made of time provided for pupils to evaluate their work and that of others and to

suggest how their work might be improved. However, on occasions teachers do not pay sufficient attention to this aspect of pupils' learning.

70. The subject benefits from very enthusiastic leadership and management and the co-ordinator is the central figure in the promotion of the good programme of extra-curricular activities. Activities include an athletics club, a dance club and a football club. These are led by teachers in partnership with teaching assistants and parents. These and other activities are well attended. The school has also achieved success in competition with others, particularly in athletics, football and swimming. The co-ordinator ensures that the provision meets the national requirements for the subject well. This provision includes swimming and a residential experience that provides for outdoor and adventurous activities.

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

Provision in personal, social and health education and citizenship is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and have very good attitudes to their learning.
- The quality of teaching is good.
- The range of learning opportunities provided by the school is good.
- The management and leadership of this area of learning are good.

### **Commentary**

71. Pupils achieve well. The good provision made by the school is enabling pupils to understand well what it means to become a good citizen and to contribute positively to the community in which they live and learn. Lessons in this area of pupils' learning are taught well. Teachers ensure successfully that the content of lessons is matched well to pupils' knowledge and understanding. The work pupils do is often linked very effectively to what they learn in religious education lessons and assemblies. For example, pupils are gaining a good understanding of the beliefs and traditions of other cultures. This was promoted very effectively during the inspection by a very good assembly. This assembly enabled pupils to understand the significance of the Hindu festival of Diwali very well. Teachers enable pupils to explore their thoughts feelings and attitudes well. In a good Year 1 lesson the teacher encouraged pupils successfully to explain what they liked about being in Year 1. Pupils' responses showed good understanding of the features that affect their learning. The school enables pupils very well to understand that communities need rules to function effectively and this is reflected in pupils' behaviour and in the relationships they form with each other.
72. The subject co-ordinator has developed a good programme of learning. This is enabling pupils to develop well as citizens and gain the knowledge they need to become confident members of their community.

## 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	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<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	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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