

INSPECTION REPORT

SHATTERLOCKS INFANT SCHOOL

Dover

LEA area: Kent

Unique reference number: 118396

Headteacher: Ms V Thomas

Lead inspector: Mrs P Francis

Dates of inspection: 17th – 20th January 2005

Inspection number: 272558

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant
School category: Community
Age range of pupils: 4-7
Gender of pupils: Mixed
Number on roll: 170

School address: Heathfield Avenue
Dover
Kent
Postcode: CT16 2PB

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Appropriate authority: The Governing Body
Name of chair of governors: Mrs Sue Saunders

Date of previous inspection: 6th December 1999

CHARACTERISTICS OF THE SCHOOL

Shatterlocks is a small infant school that serves the north western part of Dover in Kent. At the beginning of November 2004, the school moved from temporary accommodation at the junior school into a new building. Most pupils are from two wards of the town that have indices of high social deprivation. The proportion of pupils who are eligible for a free school meal is above the national average. The majority of pupils are white with very small numbers from other ethnic backgrounds. There is a very small minority of pupils who speak English as an additional language. An average proportion of pupils join or leave the school during the course of the school year. Overall, pupils' attainment on entry is low, which is lower than at the time of the previous inspection. Assessments of pupils' attainments on entry show low standards in pupils' social skills, their speech and language, and mathematics. The proportion of pupils in the school who have special educational needs is above average and the proportion with a Statement of Special Educational Needs is below the national average. These pupils have learning difficulties, emotional and behavioural difficulties, impairments in their speech and autism. Half of the pupils in the current Year 2 and the previous Year 2, who took the national tests in 2004, have special educational needs. In 2002 the school received a Healthy Schools award. The school takes part in several initiatives to provide services for the families of children in the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2440	Mrs P Francis	Lead inspector	Mathematics, science, information and communication technology, design and technology, physical education, mathematical development, knowledge and understanding of the world, physical development, English as an additional language.
14324	Mr M Hudson	Lay inspector	
14997	Mrs V Emery	Team inspector	English, art and design, geography, history, music, religious education, personal, social and emotional development, communication, language and literacy, creative development, special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness and value for money are **satisfactory**. The quality of teaching and learning is satisfactory and overall, pupils' achievement is sound. Pupils in the foundation stage and those with special educational needs achieve well. The school is soundly led and managed. The school has been hindered considerably in its development since the last inspection by the time spent and disruption caused by moving twice during the school's rebuilding, the declining attainment of pupils on entry to the reception year, and the staff changes and lack of a permanent, deputy to support the headteacher. The school's future is now more secure; staff and pupils are settled in the new building, the purpose built nursery is to open later this year, the school is to be trained and assessed for the status of Investors in People, a new deputy headteacher is to be appointed for April 2005 and the local education authority has assured its support for the school's development.

The school's main strengths and weaknesses are:

- Good provision in the reception classes means that children receive a secure foundation to their learning.
- Standards in writing and mathematics in Years 1 and 2 are well below average; pupils do not use writing enough in other work and have difficulty in mental calculation.
- While the school's self-evaluation is accurate and provides a secure basis for its useful improvement plan, the school does not always take sufficient action quickly enough to improve the weaknesses identified.
- The school's effective provision for pupils who have special educational needs ensures that they make good progress.
- The school takes good care of its pupils and provides well for their personal development; as a result, they have good attitudes to school, behave well and their personal development is good.
- The school provides a good curriculum, enriched well, that gives children many practical experiences to promote their learning.
- While teachers in the reception classes use assessment very well to track children's progress and take action to remedy any weaknesses, teachers in Years 1 and 2 make unsatisfactory use of assessment.
- Pupils' attendance is unsatisfactory.

Recognising the difficulties the school has faced, improvement since the last inspection is satisfactory. The key issues have been partly addressed. Standards in writing have improved slightly. The use of assessment in the reception classes has improved very successfully from satisfactory to very good, but remains unsatisfactory in Years 1 and 2. The professional development of staff has been addressed effectively, but there are weaknesses in the consistency of the quality of teaching and learning.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	E	E*	E	E

writing	E	E	E	E
mathematics	E	E	E	E

Key: A - well above average; B – above average; C – average; D – below average; E – well below average; E - bottom five per cent. Similar schools are those with similar levels of pupils eligible for free school meals*

Achievement is satisfactory overall. Children in the reception classes achieve well from their low standards on entry to the school. They attain the goals they are expected to reach by the end of the reception year in personal, social and emotional development, and physical and creative development. In communication, language and literacy, mathematical development and knowledge and understanding of the world they reach below the expected goals. Current standards in Year 2 match the well below average results in the 2004 National Curriculum tests in reading, writing and mathematics. Pupils' achievements are better than the poor achievement suggested by the comparison with similar schools, as approximately half of the Year 2 pupils in 2004 had special educational needs; this also applies to the current group. Inspectors tracked the progress of the current Year 2 pupils through the levels of the National Curriculum in reading, writing and mathematics from the standards at the end of their reception year and found achievement to be satisfactory overall, but with a dip in Year 1 for many pupils due to weaker teaching. In science and information and communication technology (ICT), pupils reach average standards and achieve well.

Pupils' personal qualities are **good** overall. Pupils' spiritual, moral, social and cultural development is good. Their attitudes and behaviour are good. Despite the school's efforts, attendance is unsatisfactory because some parents do not always ensure their children attend fully.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **satisfactory**.

Teaching and learning are **satisfactory** overall. Teaching is good in the reception year because teachers have high expectations for pupils. Across the school, there are strengths in most teachers' planning to meet the needs of all groups of pupils, in the management of pupils' behaviour that provides a calm, ordered environment for learning, and in teachers' good use of their skilful assistants. Assessment is unsatisfactory overall. The curriculum is good. Accommodation is very good and resources are good. There is sound provision of support, advice and guidance for pupils and there are good arrangements to settle children when they first start school. Links with parents, the community and other schools and colleges are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher has a strong commitment to meeting the needs of all pupils. The governing body provides sound governance and ensures the school complies with statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied and pupils are pleased with the school. Both groups strongly agree that children like the school. Pupils and parents expressed concerns about pupils' behaviour; the inspection team judged pupils' behaviour to be good.

IMPROVEMENTS NEEDED

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

- raise standards in writing and numeracy for pupils in Years 1 and 2 through consistent, good quality teaching;
- take action more speedily to advance the priorities accurately identified in the school's improvement plan;
- further the use of information from assessments in Years 1 and 2 to track pupils' progress and help pupils to achieve more;
- raise the levels of pupils' attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' achievement is satisfactory from their low standards on entry; pupils in the foundation stage and those with special educational needs achieve well. In reading, writing and mathematics, current standards in Year 2 are well below average.

Main strengths and weaknesses

- As a result of the good teaching in the reception year, children achieve well from their low standards on entry.
- Pupils in Year 2 achieve well in science, information and communication technology (ICT) and religious education.
- In Years 1 and 2, pupils' poor writing skills hinder their progress in other subjects, especially in science and religious education.
- Pupils have poor mental skills with number and have difficulty in recording their mathematical work.

Commentary

1. Children receive an effective start to their education in the reception classes. They settle into school well due to the effective induction procedures and the very good teaching of personal, social and emotional development. This good foundation in personal and social skills underpins children's achievements in the other areas of learning. Children attain the goals they are expected to reach by the end of the reception year in personal, social and emotional development, physical and creative development. In communication, language and literacy, mathematical development and knowledge and understanding of the world they reach below the expected goals. The good teamwork by staff and good relationships ensure that children feel secure and confident to tackle new activities. There are no significant differences between the achievement of boys and girls. Pupils with special educational needs achieve well in relation to their prior attainment and the good additional support helps them to learn important basic skills. Due to the emphasis placed since the previous inspection on improving adults' skills in assessment, teachers use the information gained to meet the needs of children of all abilities, including the higher attainers, successfully.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	13.1 (12.7)	15.8 (15.7)
writing	12.6 (12.4)	14.6 (14.6)
mathematics	13.9 (13.7)	16.2 (16.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year

2. National test results for pupils in Year 2 have been consistently well below average since 2001. Results in 2004 were slightly better than those in 2003. Inspection findings also show that in the current Year 2, pupils' standards in reading, writing and mathematics are well below average. While the results of national teacher assessments in 2004 compared with similar schools show poor achievement, there was a high proportion of lower attainers and pupils with

special educational needs in Year 2 in 2004 and in the current Year 2; in 2004, there were 53 per cent and currently 49.5 per cent of pupils with special educational needs. As the year group entered school with well below average attainment, overall, their achievement is satisfactory. Tracking of pupils' progress in reading, writing and mathematics from the end of their year in the reception classes shows a dip in achievement for one class when they were in Year 1. This is more apparent in mathematics than in reading and writing and means that progress for too many of the pupils in the current Year 2 was too slow during their time in Year 1. Although the teacher in Year 2 has worked hard to make up for this dip, it has a negative impact on pupils' achievement and results at the end of the year.

3. Due to good teaching, pupils in Year 2 achieve well in science, ICT and religious education and reach average standards from the levels reached at the end of the reception year. Pupils' poor skills in writing hinder their recording of the results of their practical investigative work in science and their ideas in religious education.
4. In mathematics, pupils' achievement is satisfactory. Pupils have poor mental skills with number and need many practical resources to assist them in calculations and have difficulty in recording their mathematical work. Previous weak teaching has had a negative impact on achievement for many of the pupils in the current Year 2, however, the headteacher assisted by the governors and the local education authority, is striving to remedy the problem.
5. Good quality support from teaching assistants means that pupils with special educational needs make good progress, both in lessons and when they are withdrawn for special work. Teachers routinely plan special work for them to ensure that they take a full part in lessons. Achievement for the few children who speak English as an additional language is satisfactory. Generally the achievement of the higher attainers is satisfactory, but often in mathematics and science they are expected to work independently and do not receive sufficient challenge from teachers' interventions.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Attendance is unsatisfactory.

Main strengths and weaknesses

- All pupils have good opportunities for their personal development, and as a result, mature well in the school.
- The school has good relationships between staff and pupils and this helps to maintain good standards of behaviour.
- The calm and safe environment provided by the school helps pupils to achieve well in their personal development.
- Attendance levels are well below average and unauthorised absence is above the national average.

Commentary

6. Pupils of all ages are offered good opportunities for their personal development. Reception children are supported very well in developing their personal, social and emotional skills from a low base and are on course to reach the expected goals for this area of learning by the end of the reception year. All through the school, staff encourage pupils to undertake responsibilities such as jobs around the classroom, or taking the register to the office each day. Older pupils also take responsibility for younger pupils. The school council offers further opportunities for those elected to develop a sense of responsibility and service to the school community. This council makes a strong contribution to issues of playground behaviour and provision and

changes that the school has made recently. Since the last inspection, the school has improved its cultural provision and it is now good. A greater awareness of Britain's multicultural society has been promoted well. Through music and art in particular, pupils look at different cultures and visits are programmed to study at least one other culture. The school celebrates Diwali and the Chinese New Year very well. The Diwali celebration is reported by one parent to be particularly successful, helping its pupils to understand traditional customs such as hand painting and promoting tolerance and understanding of other faiths. The development of pupils' high self esteem and confidence is a school priority and 'Showing Assembly', where pupils talk to the whole school about their work, illustrates this. The good quality school assemblies provide good opportunities for reflection on moral issues such as 'rules and why we have them'. The school supports its pupils and communities well in celebrating and providing support for life's issues, such as birth and bereavement. Regular small donations are made by pupils to buy a gift for a new baby. Counselling support is provided for pupils and their families when bereavement occurs and families make good use of this service.

7. Pupils with special educational needs and those who speak English as an additional language want to work and are supported well in doing so by their teachers and by teaching assistants. They have good relationships with all adults who teach them and feel safe and secure. They are fully included in the life and events in the school.
8. Throughout the school, pupils get on well with each other. Break times and lunchtimes are pleasant occasions. New systems and extra staff for the lunchtime play have improved behaviour. Pupils are now helped to play co-operatively in smaller groups of allocated pupils. Although the results of parents' and pupils' questionnaires show a weakness in pupils' behaviour and some parents feel that bullying occurs, the school now has very few reported incidents. Exclusions are rare and when they do occur they are fully explained and justified. The school has strong and generally consistently applied procedures for promoting good behaviour that are successful in almost all classes. Although the school has several pupils with extreme behaviour problems, these are dealt with well in school. The Family Liaison Officer is employed to work closely with families and pupils.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	165	1	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	0	0
Chinese	1	0	0

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

9. The headteacher has a strong commitment to providing a safe and calm environment for pupils and is largely successful in doing so. The teachers are calm and quiet, showing respect for their pupils and insisting on respect being shown for each other. This provides a warm and welcoming atmosphere where most pupils want to come to school and feel valued and safe.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.6	School data	0.4*
National data	5.1	National data	0.4*

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

*Rates and judgements as given in the school's Performance and Assessment Report, 2004.

10. Some parents ignore the importance of children's regular attendance at school and many do not observe school attendance procedures or comply with their undertaking on attendance in the home/school agreement. The number of holidays taken by pupils in term time is high. While the school's action to promote pupils' attendance is sound, the school is revising its procedures to improve attendance. Punctuality is satisfactory.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching and learning are satisfactory. The school's curriculum is good. Provision for pupils' care is good and for their guidance and support is satisfactory. The school has a satisfactory partnership with parents, the community and with other schools and colleges.

Teaching and learning

Teaching and learning are satisfactory; in the reception classes they are good. Assessment is unsatisfactory overall.

Main strengths and weaknesses

- In the reception classes, teachers make effective use of a good range of resources to create many varied practical, imaginative experiences for children to learn productively.
- Teaching and learning are good in Year 2, in science, ICT and religious education.
- Most teachers plan effectively to meet the needs of different groups of pupils.
- While most teachers use ICT well, the use of writing across the curriculum is a weakness.
- Assessment is very good in reception but not used well enough in Years 1 and 2.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	20 (63%)	8 (25%)	2 (6%)	1 (3%)	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.

11. The good quality of teaching and learning in the reception classes has been maintained since the previous inspection. There is good teamwork from the teaching adults, they plan well together and enjoy good relationships with their groups and manage children very well so that children experience a good start to school and achieve well. There is an effective balance between times for direct teaching and occasions when children make choices of what they wish to do. Teachers are skilled in intervening in children's play by challenging questions to extend their learning. They combine learning from different areas of the curriculum well and extend children's basic skills in personal and social development and language very successfully in all activities. The few parents who attended the pre-inspection parents' meeting recognised the good provision in the reception classes.

12. In Years 1 and 2, teaching is more variable with a weakness in one Year 1 class. Teachers plan effectively, and identify their intentions for pupils' learning that they usually share with the class at the start of the lesson and again at the end to assess pupils' progress and encourage pupils to assess their own learning. Teachers motivate pupils to learn and match their teaching methods to pupils' varying learning styles and prior attainment levels. In most classes, teachers manage pupils' behaviour well and all teachers deploy their skilful teaching assistants effectively to support groups of pupils. While teachers use ICT well in other subjects, often teaching a skill at the beginning of the week and providing opportunities for pupils to practise and apply those skills later on, they do not use word processing adequately to help pupils to write. They also do not provide sufficient opportunities for pupils to write in other subjects. This is having a negative impact on pupils' standards because they are not proficient enough in a basic literacy skill to record in mathematics, science and religious education. In the weak teaching, the teacher's low expectations, poor organisation and unsatisfactory management of behaviour caused limited progress for pupils.
13. Pupils with special educational needs are taught well both by their teachers and teaching assistants. Work is specially adapted for them, and is based on their individual education plans. These plans are reviewed regularly, which results in progress being tracked and new relevant targets being planned. The few pupils who speak English as an additional language are well integrated into appropriate groups during lessons and are taught well. Sometimes, lack of the teacher's intervention during group activities for the higher attainers means that they are not challenged enough and do not achieve as much as they could.
14. During activities in the reception classes, teachers make notes of their careful observations of individual children at work, seen during an afternoon 'free choice' session outdoors. These observations are used very effectively to meet children's diverse needs and contribute to the foundation stage profiles on each child's progress.
15. In lessons in Years 1 and 2, teachers make satisfactory assessments of pupils' achievements and use this information in their planning to match work appropriately to pupils' needs. There are satisfactory systems in place to record pupils' progress in English, mathematics, science and geography, but not in other subjects. The headteacher and co-ordinators for English, mathematics and science analyse the results of national tests and use the information to take action to raise standards. Teachers are asked to record the levels of attainment of the pupils in their classes at the beginning and end of each year to track their progress. However, the inconsistent way in which they are completed makes them confusing to interpret, and limited use is made of the information to identify where individuals have not achieved as well as expected and to take action to improve their learning and achievement. Pupils have individual targets but limited use is made of these in children's books, in teaching, or in marking or discussion with pupils to help them to improve standards.

The curriculum

The school has developed a good, broadly balanced and worthwhile curriculum that offers good opportunities for enrichment, including extra-curricular activities. Accommodation is very good and resources are good.

Main strengths and weaknesses

- The curriculum is carefully planned to meet pupils' needs.
- Provision for pupils with special educational needs is good.
- Good enrichment opportunities support children's learning well outside the school day.
- There is a good match of support staff to the curriculum.
- The newly built school provides very good accommodation for its pupils.

Commentary

16. The good curriculum identified in the last inspection has been maintained both in the foundation stage and across the school. Statutory requirements and those of the locally agreed syllabus for religious education are met. The national strategies for numeracy and literacy and useful schemes of work are used effectively to support teachers' planning. The school employs additional teaching assistants and a school counsellor to support the high numbers of pupils with special educational needs and to support pupils and families with difficult issues, such as bereavement and family breakdown. Additional support from the teacher financed by the Ethnic Minority Achievement Grant (EMAG) helps pupils with English as an additional language to integrate and achieve as well as other pupils. Overall, the very good emphasis that the school attaches to pupils' personal development helps them to prepare well for the next stage of their education.
17. Provision for pupils with special educational needs is good. Teaching assistants, the school's counsellor and other adults work very hard and offer good support for pupils. They work in close co-operation with teachers and support and encourage pupils in their work. The care with which staff match the work to pupils' needs, helps to ensure that they have good access to the curriculum. Specially trained support staff give support to those pupils who have speech and language difficulties. These pupils have regular withdrawal sessions in small groups, where they concentrate on hearing and speaking correct sounds to support clearer speech. This is linked well to developing pupils' phonic knowledge and a simple form of sign language is sometimes used effectively to reinforce the spoken language.
18. The school has improved the additional learning opportunities since the last inspection and now offers Breakfast Club, French and a Sports Club. Consideration is being given to including French in the curriculum and a trial is taking place. The pupils value these opportunities and attendance is good. Pupils achieve well in the French Club and their self-esteem is high. This provision also supports cultural development well.
19. The above average numbers of support staff are valued and used well by the school to support the high level of need of its pupils. They are used well both in the classroom and at lunchtime to give extra support to pupils. Although teaching assistants are used in the main to support pupils with special educational needs, all pupils benefit from this extra support. This is particularly evident in the reception classes where they give extra valued support to all children, having a significant impact on their attitudes to learning and their overall achievement. The support staff are all deployed well. At lunchtimes they help to support any behavioural problems through supervising small allocated groups of pupils of different ages. This has had a good effect on lunchtime behaviour.
20. The improvements brought about by the recent building programme, involving health and safety issues identified in the last inspection, have been fully resolved by the present newly opened school building. It is attractive, spacious and clean and provides very good accommodation for classrooms, administration and community activities. There is an amply sized school hall, several offices and rooms for community use as well as a library, all of which are used well. Outside, there are limited grass areas for pupils' recreation and to play sports, but sufficient hard surfaced areas that are used well for activities across the curriculum.

Care, guidance and support

Overall, pastoral care, welfare and health and safety are good. The provision of support, advice and guidance is satisfactory overall. Pupils' involvement in the school's work is good and their views are valued.

Main strengths and weaknesses

- Pastoral care and welfare are very good and medical provision is good.
- Child protection arrangements and health and safety procedures are good.
- Pupils' personal and social support is very good.
- Use of academic assessment and pupils' targets is unsatisfactory.

- All pupils have a very good relationship with one or more adults to whom they can go with concerns.
- Pupils' induction arrangements are good.

Commentary

21. Child protection arrangements are good and known to staff. Procedures for accidents, illness and medicines are good. The school has a designated medical room and pupils have regular health checks. Sufficient staff have up-to-date first aid qualifications. Health and safety procedures are good. Cleanliness and hygiene are very good and the storage and use of hazardous substances are well managed. All equipment inspections are up-to-date and emergency procedures are practised. Pupils are instructed in road safety through Road Show presentations and the Walking Bus. Fire extinguishers are not secured and some fire procedures are being reviewed. Risk inspections are carried out.
22. The provision of support, advice and guidance for pupils is satisfactory overall. Personal and social development is very good. Staff know pupils very well and pastoral care and welfare throughout the school, including the foundation stage, have a high priority. The Breakfast Club supports those who come early to school. Pupils who have personal and social difficulties are closely monitored and given very good additional support such as counselling as they progress through the school. The use of academic assessment and pupils' individual targets is unsatisfactory. The targets are not used consistently in monitoring achievement and pupils do not properly understand how to improve their work.
23. Induction arrangements for new pupils are good. The school has close links with local nurseries and play schools and staff meet to discuss academic and personal issues affecting induction. Parents are made to feel important. Home visits are arranged and parents attend school events and meet staff from the reception year. On entry, parents receive a very helpful induction pack. Thereafter, they are encouraged to assist their children to settle into school life. Induction of pupils higher up the school is similarly well managed.
24. Pupils trust their teachers and other staff and confide in them when they are worried or upset. Pupils feel nurtured and secure and they gave a positive response to questions in the pre-inspection questionnaire about the care they received from adults. Pupils' involvement in the school's work is good and their views are valued. A school council has recently started. Pupils' views are also sought through assemblies, class discussions and circle time. Classroom duties help to develop pupils' self esteem and independence.
25. Good links exist with the local education authority to provide the required support to pupils with special education needs and pupils who speak English as an additional language. In particular, the school has good support from the Educational Psychologist and the Speech Therapist. The expertise of the co-ordinator for special educational needs is used extensively in addition to this to provide resources and give advice.

Partnership with parents, other schools and the community

Links with parents, the community and other schools and colleges are satisfactory.

Main strengths and weaknesses

- The school's efforts to involve parents in school life and the information it gives them are good, and their views are valued.
- Parents' contribution to pupils' learning is unsatisfactory.

- Many parents do not observe school procedures or support activities.

Commentary

26. The school is working hard to improve its links with parents. The quality of information it provides on pupils' progress is good. Newsletters are issued twice termly and curricular details for each year group are given to parents at the beginning of each term. Parents' evenings are held every term and teachers are always available to speak to parents after school. School reports are good. They give a synopsis of the syllabus and an outline of pupils' progress across the year. The reports include individual targets for improvement. The school provides home/school diaries and holiday activity sheets. Many parents welcome these. The prospectus and governors' annual report to parents are clear, well-structured documents that now meet statutory requirements.
27. Parental concerns and complaints are dealt with satisfactorily. Some parents are worried about the congestion of parents and children at the school gate after school. The school is to review its procedures for collecting pupils at the end of the day.
28. The school values the part parents play in pupils' education and encourages their interest in all aspects of school life. Some parents help in school and with educational visits, and celebratory assemblies are often well attended. The Family Liaison Officer has an easy relationship with parents and provides a good communication link. At meetings, coffee mornings and during home visits, greater parental involvement is sought. The response of many parents is disappointing. They do not accept shared responsibility for their children's education and their contribution to learning is unsatisfactory. Friends of Shatterlocks, which organises fundraising and social events, is run by school staff. Some parents do not attend parents' evenings. Few parents attended the pre-inspection parents' meeting and only a small minority responded to the pre-inspection questionnaire. Many parents do not comply with their undertaking in the home/school agreement to ensure their children regularly attend school.
29. Parents of pupils with special educational needs are fully involved and informed about their children's reviews and targets for development. This is done through discussions at parents' evenings. If parents do not attend, they are informed by a letter or individual discussion.
30. Community links are satisfactory. Following its return to the present site two months ago, the school is re-establishing itself within the neighbourhood. Good use is made of the local countryside for environmental studies, and the curriculum is further enriched by visits to local places of historic and scientific interest, such as Dover castle and South Foreland lighthouse. The school takes part in some local events, for example, the Christmas carol service. Drama and music groups, including a steel band, visit the school. The school has a gift box and pupils donate to national charities and local appeals such as the children's hospice.
31. Links with other schools and colleges are satisfactory. College students undertake school placements and there is a link with another infant school. The transfer arrangements for pupils to the junior school are satisfactory and provide continuity in pupils' education. Curricular provision is not closely coordinated. At pre-transfer meetings between Year 2 and Year 3 teachers, pupils' academic, personal and social records are discussed.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are satisfactory. The headteacher, assisted by her temporary senior management team, provides sound leadership. The governance and

management of the school are satisfactory. The school has been hindered substantially in its development by the two changes in accommodation caused by the re-building of the school, the declining standards of pupils on entry to the reception year and the lack of a permanent deputy to support the headteacher.

Main strengths and weaknesses

- The leadership and management of the co-ordinators for the foundation stage, special educational needs, science and ICT are good.
- The school's self-evaluation is accurate and provides a secure basis for the priorities for the school's good improvement plan; however, the headteacher does not always take sufficient action quickly enough to improve the weaknesses identified.
- The headteacher has a strong commitment to inclusion, the promotion of equality and concern for the needs of individuals.
- The formal systems for the induction of staff new to the school are inadequate.

Commentary

32. The overall quality of the leadership and management of the school and the good leadership of the foundation stage have been maintained since the previous inspection. The previous key issue related to the professional development of staff has been tackled; a policy for teaching and learning is in place, but does not yet ensure good practice by all teachers. Supported by the governors and the local education authority, the headteacher continues to strive to address this issue fully so that pupils' achievement across the year groups is consistent.
33. The headteacher is supported well by the co-ordinator for the foundation stage, who has a clear vision, securely based on a clear understanding of how young children learn best. She is a good practitioner and leads the staff by example and has created an effective team in the early years, where children achieve well. The co-ordinator for special educational needs in her consultative role, gives good support and advice about resources and methods where they are needed. There are regular meetings between her, the teachers and the classroom assistants, which enables the co-ordinator to be fully informed of progress being made and to support any difficulties encountered. The co-ordinators for science and ICT share their interest and enthusiasm for their subjects well with colleagues, they have identified accurate priorities for development in their action plans for the school's future improvement and support their colleagues effectively in their planning and teaching.
34. The headteacher is very aware of the difficulties that many pupils encounter at home and has been successful in creating a calm, well-ordered environment in school in which they can concentrate on learning. Much effort has been put into establishing this environment and pupils' good behaviour. She shows great concern for the needs of individuals and their families and the appointment of staff, such as the Family Liaison Officer, shows this commitment to full inclusion for all pupils.
35. Before the inspection, in her self-evaluation of the school's provision, most of the headteacher's judgements on aspects of the school's work were accurate and her analysis of performance data from national tests is good. From these sources and co-ordinators' action plans, she has produced a good improvement plan to address the weaknesses in provision. Except for the issue of attendance, these weaknesses match the improvements identified by this report. The governors also have a sound understanding of the school's strengths and the areas for development. At times, the action taken by the school is successful, as can be seen by the good behaviour after work on a priority in the previous improvement plan. However, the actions taken to improve the teaching in one class, the use of assessment and standards of writing and mathematics have not yet been achieved fully. Due to staff changes and uncertainties over future teaching posts, currently the headteacher has an overload of responsibilities, particularly for co-ordination of mathematics, religious education and assessment. The school's future is now more secure; staff and pupils are settled in the new building, the purpose built nursery is to open later this year, the school is to be trained and assessed for the status of Investors in People, a new deputy headteacher is to be appointed for April 2005 and the local education authority has assured its support. While induction procedures for children entering the school are good, there are no formal systems, such as a staff handbook, for the induction of staff. As there will soon be more changes of staff, these procedures need to be put in place.
36. The governing body provides sound financial management and the school provides satisfactory value for money. The balance carried forward in the financial year April 2003 to March 2004 was slightly large to enable the school to make funds available for the school's move to its new building.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	517,142
Total expenditure	515,552
Expenditure per pupil	2,929

Balances (£)	
Balance from previous year	40,678
Balance carried forward to the next	42,268

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. There has been satisfactory improvement since the previous inspection; children's achievement is good from a low base on entry because teaching and learning are good and teachers provide a wide variety of interesting, imaginative activities in a good curriculum. While children on entry to the school have low attainment in their social skills, speech and language, mathematical development and their knowledge and understanding of the world, their attainment on entry in their creative and physical skills is below average. Standards overall at the end of the reception year have been maintained at below average. The foundation stage manager provides good leadership to the curriculum and is supported well by the other teacher and teaching assistants. She gives a good lead to the quality of teaching and assessment through her own effective practice. There has been very good improvement in assessment since the previous inspection's judgement of satisfactory; it is now very good. Adults make careful observations of children at work and the notes from these are used very well to guide future planning and contribute to records of children's progress in their foundation profiles.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Regular well-planned activities promote children's independence well.
- Good creative role-play activities give good support to children's social skills.
- All staff present good role models to children.

Commentary

38. Teaching is very good and children learn and achieve very well. This area is a particular weakness for a significant number of children on entry to the reception classes. They are on course to meet the expected goals by the time they enter Year 1, because of the very good provision. The teachers have high expectations of what the children can achieve and they provide very good opportunities to develop their independence and their social skills. Expectations of independence in undressing and dressing are high and school conventions are carefully explained and reinforced well. The school day is carefully designed to give children regular access to both planned, and a free choice, of independent play activities. Children play and interact well on these occasions. They share resources well and have good relationships with each other and adults. They invite adults to join in the play, for example, in the café provided for an outdoor activity. They garden together happily in Mary Mary's Garden and interact well playing out the various nursery rhymes in the creative role-play areas.

39. Teachers and other adults show politeness to all adults and children and care and concern at all times. Children sit still when they are told stories and listen carefully to the teachers. Good regular provision of discussion times in a circle, helps the children learn to take turns and listen to each other. They are encouraged to explore their feelings, for example, what makes them angry. Most are able to express this simply, but are not pressurised to do so. Every day the 'Special Person' is identified to take responsibilities within the class. Counting numbers of children and taking the register to the office are examples. Children are supported very well in becoming confident and independent.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- A very good focus on writing activities helps this area to develop well.
- All adults interact well with children and provide good role models of clearly formed speech.
- Children regularly share books at school and take books home.
- Good links with music help children in their speaking and listening.

Commentary

40. Teaching is good and the children learn and achieve well from a low starting point. The majority are on course to reach below the goals they are expected to meet by the start of Year 1. The good achievement is because both teachers and other adults pay good attention to encouraging reading and writing activities. They interact well with all children and speak clearly, commenting on activities and use good questioning skills. This helps to improve children's skills, which are an overall weakness on entry to the school. Reading and writing have a high profile in both classes. There are good numbers of books available and many labels and captions to read. Children take their books home to share with adults regularly and parents give good support to this. Children's writing is celebrated very well and their writing at all levels is displayed prominently. A good range of writing resources is available and children are enthusiastic and confident in writing in many different forms. They have a well-established understanding of the purpose of reading and writing and 'write letters to Humpty Dumpty', for example. Reading activities are linked well with music. Children use musical instruments to reinforce the words of 'Humpty Dumpty' as the teacher points to the words, helping children to understand the concept of a word. Phonic sessions are regular and children are enthusiastically learning a good number of sounds for letters. Because these are linked to actions, this helps children to remember them. Most children have learned to write their names and give meanings to their early writing.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Due to good teaching, children learn and achieve well in their mathematical development.
- Teachers plan a wide range of practical activities linked to other work to make learning fun.

Commentary

41. Children develop their mathematical understanding through regular, planned opportunities to count, compare objects and identify shapes in a wide range of practical activities. In a typical day, children will have some formal opportunities to count. Staff identify what children have already experienced early on, and take account of where they are when planning mathematical experiences. Many of the practical activities on offer support mathematical development. For example, the formal counting was followed by a game in which a teaching assistant led a group of children in using their knowledge of numbers to record their scores when they managed successfully to throw bean bags into a hoop. A teacher finished the formal session on counting by sharing a book, 'Ten Wiggly, Wiggly Caterpillars', with the class that illustrated counting back from ten and provided a good link with literacy.

42. All children, including higher attainers and those with special educational needs, achieve well from their limited knowledge of number when they enter school and are likely to reach below the standards expected by the end of the reception year. Children enjoy the practical activities that are skilfully planned to help them learn through play. They concentrate well and co-operate with one another on shared tasks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Due to the good teaching, children learn and achieve well.
- A rich and interesting curriculum gives children a wealth of learning experiences.
- Effective resources promote children's interest and help them to learn through a variety of practical experiences.

Commentary

43. By the end of the reception year, children are likely to reach below the early learning goals, but as they entered school with low attainment, achievement is good. During direct teaching and interactions with children in their 'free choice' activities, adults are skilled at questioning to extend children's learning. Teachers plan a good variety of imaginative, practical experiences based in play to ensure that children have a good knowledge and understanding of the world around them. The areas inside and out of doors and the good resources are used well for these activities. For example, children explored and investigated how long ice cubes took to melt when placed in the classroom and outside, how a wheel turned when rice was poured on to it and how magnifying glasses give a different view of an object. To find out about the past, children start a personal diary that is continued through the school and begins to give them an understanding of time.
44. Photographs of children at work also illustrate that teachers plan a good variety of activities to develop children's knowledge and understanding of the world around them. They found out about features of the place they live in when they went for walks to their new school as it was built, to parkland and a farm. They began to know about their own and other cultures and beliefs when they celebrated Christmas and the Chinese New Year and when African drummers visited their school. Children have many opportunities to use ICT during their activities, for example, they showed sound skills in using a mouse to control a computer, they talked about the use of technology at home in washing machines, microwave cookers and videos, and used the telephone for conversations in role-play activities.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The good teaching results in children's good learning and achievement.
- The curriculum provides good opportunities for children to develop their physical skills.

Commentary

45. Teaching adults plan well and provide sufficient challenge in the activities through their skilful questioning so that children achieve well from their below average standards on entry. By the end of the reception year, they are likely to attain the early learning goals. Children are timetabled for outside physical play and have many other opportunities in teacher directed sessions and in free choice activities to improve their physical skills. During a games session, children working outside moved confidently in a range of ways, used space sensibly without knocking into others and successfully controlled small equipment such as bats, balls and bean bags to a level appropriate for their ages. Good opportunities are provided in a varied range of activities for children to use construction sets and a range of equipment such as scissors, paintbrushes and pencils. For example, in a free choice session in the outside area, children used garden tools with sound physical dexterity to build Mary, Mary's garden, planting flowers, cockle shells and silver bells in tubs of compost. Another child showed good physical skills when manipulating the controls on a toy digger in the sand tray to dig a hole.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good provision for a variety of creative play activities is evident in both indoor and outdoor activities.
- Music making and singing have a high priority in classes.

Commentary

46. Teaching is good and children learn and achieve well from their below average standards on entry. They are on course to be at the nationally expected levels by the time they enter Year 1. Children have effective access to a good number of creative play areas that are well planned to link to themes related to the term's topic. The current Nursery Rhyme theme provides many creative play areas such as Mary Mary's garden and Humpty's builders yard outside and Miss Muffet's kitchen in the classroom. Children interact well, playing out, for example, Miss Muffet making her curds and whey and the spider sitting beside her, causing her to be frightened and to run away. Children are confident in creating their own play from recent experiences. Children have watched their new school being built and in Humpty's builders yard are constructing their own buildings with their play machinery and sand. Regular whole class music sessions are provided in addition to outside free play with musical instruments that are activities in a group led by a teacher. Children are confident in producing 'loud' and 'quiet' sounds. They know a good number of songs and rhymes and teachers are careful to ensure clear speech and singing. Children regularly paint and are starting to enjoy mixing colours. They enjoy collage, pastel and chalk as well as malleable materials

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Information from assessment is not used well to track pupils' progress and inform teaching.
- A quiet and calm teaching approach helps pupils to feel safe and learn well.

- Drama is used well to support the development of speaking and listening.
- Good numbers of well-qualified teaching assistants support learning effectively.

Commentary

47. In 2004 the high levels of pupils with special educational needs in Year 2 affected the school's results in English and standards in national tests were well below average at the end of Year 2. The current Year 2 has a similarly high proportion of pupils with special educational needs, almost 50 per cent, whose special needs are largely in the areas of language and communication. In spite of extensive well focussed staff training, the standards remain well below average in Year 2 and are matching the consistently well below average results in the national tests for 2002 to 2004 in both reading and writing. Reading dipped in 2003 but returned to its former level in 2004. The present Year 2 has also suffered from variations in pupils' rate of learning in Year 1. This year group entered Year 1 with a well below average profile and achievement over Years 1 and 2 is satisfactory. Because of the different profile of pupils in the current year group from a lower starting point, inspection judgements are broadly similar to the last inspection; consequently, improvement is satisfactory.
48. Although teaching and learning are satisfactory overall, there is some good teaching in both Year 1 and Year 2. There are variations in teacher expectations and in the level of challenge in pupils' work. A significant strength in most of the teaching is the calm, purposeful working atmosphere that is created by teachers, which helps pupils to learn well and work co-operatively together. Teachers speak quietly and respectfully to pupils and use genuine praise to motivate them. Teachers use a wide range of teaching strategies such as discussion partners and question and answer sessions and this motivates and interests pupils, keeping them on task and helps to develop their speaking and listening skills. Writing has recently shown some improvements, but there is still some work to do. Pupils do not yet take sufficient care in the presentation of their work and they do not use dictionaries regularly enough. Pupils have benefited from a good start in the reception classes, where their language and reading skills improve and they become enthusiastic writers. Although in some classes in Years 1 and 2 there is clear progression seen, this is not always the case. Handwriting practice has been instigated, but this is not regular enough to have sufficient impact to help the progression of handwriting. There is little evidence of joined handwriting being attempted. In one Year 1 class, pupils regularly make class books to celebrate their work and to provide reading books for others, but this is not regular enough in other classes. Generally, pupils' own writing is not displayed on classroom walls to celebrate their achievements. Word processing of writing is also under used, although the interactive white boards are used particularly well by both teachers and pupils to enliven their learning.
49. Language and communication difficulties are a significant factor for a good number of pupils in the school. The regular use of role-play and activities in drama supports pupils' development well. Interpretations of different characters were explored well in pupils' role-play in a Year 2 class, helping them to understand moods and emotions. A significant number of pupils have good support from a well-trained teaching assistant to improve their speech. These sessions are well planned to help small groups of pupils to speak clearly and recognise sounds within words. Good use of a simple sign language reinforces the teaching and learning well for pupils. However, significant numbers of pupils still do not speak clearly enough. Although pupils read regularly at home, too many read only simple passages of writing and find it difficult to identify and justify favourite aspects and events of stories. Many do not read widely enough for pleasure. The good numbers of well qualified teaching assistants give good support to pupils both within the classroom and in small withdrawal groups and add significantly to the progress made by pupils at these times.
50. The subject manager leads and manages the subject satisfactorily. Particular areas of concern in reading and writing are being addressed. Reading resources have been reorganised into a structured reading scheme, and guided reading procedures for classroom practice have been newly established. Staff training for the improvement of writing and monitoring of teaching has

also been carried out. Assessments are regular in all aspects of English and a yearly timetable is established. Records are completed inconsistently by teachers, which make tracking pupils' progress and using assessment information difficult. Although pupils have individual targets, these are not well enough known by pupils and are not used to full advantage. It is also difficult for the subject manager to access information easily about how English is improving in the school.

Language and literacy across the curriculum

51. Teachers make well-planned use of opportunities for speaking and listening and reading in religious education and geography, for example, to create interesting and relevant activities for pupils. The use of writing is insufficient in most classes, although there is some good work in one Year 1 class.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning in Year 2 are good and all teachers use much practical work in lessons to meet pupils' needs and reinforce their mathematical knowledge and understanding.
- Teachers meet the needs of lower attainers and pupils with special educational needs; however, there is often insufficient challenge for the few pupils who attain more highly.
- Pupils have difficulty in calculating mentally.
- Teachers make inadequate use of information from their assessments to raise standards.

Commentary

52. Results in national tests at the end of Year 2 have been consistently low since 2001, compared to the national picture and to similar schools, and are likely to be so again in 2005. The standards on entry of the school's intake have declined and about half of the pupils in last year's Year 2 and the current Year 2 have special educational needs. Tracking of pupils' attainment in the current Year 2 from the well below average attainment at the end of their reception year shows that whilst most pupils achieved satisfactorily, the small proportion of higher attaining pupils did not make progress as well as they could, given their prior attainment and expected rates of progress through the levels of the National Curriculum. Performance data and observations of lessons also show a dip in achievement in one class in Year 1 due to weak teaching, which has a negative impact on standards at the end of Year 2. The teacher in Year 2 who receives the pupils from that class has much ground to make up in a year. This dip in achievement for many pupils in the year group and the high proportion of pupils with special educational needs and low attainers means that overall, achievement is satisfactory and attainment is well below average at the end of Year 2. Taking into account the different profile of the pupils in the current and previous year group, there has been satisfactory improvement since the time of the last inspection.
53. Girls and boys perform as well as each other. Pupils with special education needs achieve well because teaching assistants effectively support them for numeracy. The few pupils with English as an additional language achieve satisfactorily.

54. Overall teaching and learning are satisfactory in Years 1 and 2, but are good in Year 2. Generally teachers insist on high standards of behaviour and use their teaching assistants well to support pupils, especially the large proportion of lower attainers and pupils with special educational needs. Often, during lessons, pupils who attain more highly are asked to work without adult support on their tasks. While this makes them more independent, the lack of skilful questioning from teachers means that they often do not achieve as much as they could because they are not challenged sufficiently. Teachers support pupils' learning well by good use of a wide range of resources for pupils to handle so that they may visualise mathematical ideas, but previous work showed limited recording of mathematics, especially in one Year 1 class. Pupils do not always write numbers correctly and without adult intervention, are not corrected soon enough to avoid learning bad habits. The short mental activity at the beginning of the lessons was often at too slow a pace and pupils did not have a good knowledge of number bonds to ten and experienced difficulty in calculating mentally. The example of poor teaching was due to poor management of pupils' behaviour, poor organisation of the activities and a lack of challenge within the work provided. As a result, pupils made limited progress.
55. Most teachers use their daily assessments to plan well for the range of abilities within their classes, but they do not use their records of pupils' progress effectively to track pupils' achievements over a longer period and take action when achievement is inadequate. Each pupil has targets for improvement, but teachers do not use them regularly with pupils in their marking, or in discussion with pupils to challenge them or show them how to improve their work. The headteacher is giving satisfactory leadership to the subject temporarily because the co-ordinator left the school at the end of last term. She has recognised the need to develop the use and application of mathematics as most pupils also find this aspect of the subject difficult.

Mathematics across the curriculum

56. Pupils make satisfactory use of mathematics in other subjects. For example, they measured the distance travelled by cars down a ramp in science and used directional vocabulary in geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Due to overall good teaching in Years 1 and 2, all groups of pupils learn and achieve well from their below average standards on entry to Year 1.
- Teachers give good emphasis to developing pupils' skills of scientific enquiry and pay good attention to developing pupils' scientific language.
- Teachers use ICT well in science lessons.
- Pupils' recording of their practical work in scientific enquiry is hindered by their poor skills in writing.
- Although the co-ordinator makes good use of her analysis of national assessments, there is not an effective system for tracking pupils' progress yet.

Commentary

57. There has been satisfactory improvement since the previous inspection. Standards, which are average in Year 2, good teaching and learning and good curricular leadership have been maintained. In 2004, the results of national teacher assessments were below average nationally, but average in comparison with similar schools. The

proportion of pupils reaching the higher level was well below average nationally, but below average in comparison with similar schools. The co-ordinator has analysed these results and noted that although a few pupils reached the higher levels in scientific knowledge and understanding, no pupils reached the higher level in scientific enquiry. From her monitoring of the subject, she has correctly deduced that this deficiency is partly due to pupils' difficulties in recording their practical work because of weaknesses in their writing skills. She plans to support her colleagues by giving them more structure within the recording of scientific enquiry. Often in lessons, the higher attainers are expected to work independently from the teacher and sometimes lack the challenge from her questioning to challenge them further. In her action plan for the subject's development this year, the co-ordinator identified a need to introduce a manageable, useful system for recording and tracking pupils' progress across the year groups. She has introduced a system of records of assessments related to the levels of the National Curriculum, but as yet, this has been too new to track pupils' progress effectively from the end of the reception year to the end of Year 2.

58. Overall, teaching and learning are good in Years 1 and 2. In all the lessons seen, pupils were given good opportunities to develop their skills of scientific enquiry; from Year 1, where pupils investigated fabric as a material, to Year 2, where pupils answered questions about the effects of push and pull forces on the speed and direction of moving objects. Teachers identify scientific vocabulary in their effective planning of the lessons and introduce these terms at appropriate points in the activities. To meet the needs of pupils who speak English as an additional language and those with special educational needs, teachers make good use of their skilled teaching assistants to support these pupils in lessons. A teacher in Year 1 taught her class in their ICT lesson how to use a digital microscope. In the science lesson on fabrics, she used their previous learning so that they applied their newly learned skills to observing different fabrics and matching their samples to photographs previously taken from the microscope. A teacher in Year 2 used a programmable toy for pupils to control by pushing buttons when investigating forces and an interactive whiteboard during the last part of the lesson to summarise how moving objects are powered.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils learn and achieve well because teaching and learning are good overall.
- Teachers use ICT in other subjects well, except for word processing in the development of writing.
- The co-ordinator's good leadership, expertise and enthusiasm for the subject provide good support for her colleagues.
- There are no assessment systems in place.

Commentary

59. Taking into consideration the changed requirements for the subject since the introduction of the revised National Curriculum in 2000, there has been good improvement since the previous inspection in 1999. The quality of teaching and learning, pupils' average attainment and the co-ordinator's good leadership have been maintained. Pupils, including those with special educational needs and English as an additional language, achieve well from their below average attainment in the ICT element of knowledge and understanding of the world at the end of the reception year.

60. Teaching and learning are good overall. Teachers often give a short input at the beginning of the week on the skills needed for the work to be undertaken later. This was seen in Year 1 when teachers introduced the digital camera and the digital microscope in short ICT lessons and pupils were given opportunities in other lessons, such as science, to apply their new skills. Similarly in Year 2, the teacher introduced the term *hyperlink* on Monday. Later in the week, in geography, pupils used hyperlinks to turn pages to find information from the Internet on the jobs that people do on the island of Struay. Most teachers plan effectively, use suitable strategies to engage pupils in their tasks and manage behaviour well. As a result, pupils are motivated, make good progress and enjoy their work.
61. The previous inspection identified assessment as a weakness in the subject. This weakness has not been addressed, as there are no systems for recording pupils' progress within the levels of the National Curriculum. The co-ordinator has taken advice from the local adviser on the development of the subject and has plans to improve the planning further and from that introduce a system for assessment.

Information and communication technology across the curriculum

62. ICT is used well in other subjects. During the inspection, teachers made good use of interactive whiteboards in most lessons; this was particularly good because they have only been in place since December. They used ICT effectively in mathematics, science, geography and design and technology. They do not use word processing enough to help pupils improve their skills in writing.

HUMANITIES

Geography was sampled. History was not a focus of the inspection and religious education was reported in full.

63. Two very short lessons in **geography** were seen, one each in Years 1 and 2, but no judgements were made on the quality of teaching due to the limited time in the lessons. The Year 1 lesson was planned to help pupils to learn directional vocabulary. Pupils identified their right hands by wearing a plastic glove to help them to remember. By using this hand in an action song, pupils reinforced well the knowledge of their right hand. Practical work outside in groups required pupils to give directions to a blindfolded pupil who needed to negotiate prepared obstacles. This gave further reinforcement to right and left directional language and also involved pupils in estimating numbers of steps. In the Year 2 lesson, pupils were investigating the island of Struay and what work the island people do. They recognised that people used land and buildings in different ways by independent research using a good range of resources prepared by the teacher. Good use was made of a simple pictorial map and the Internet was used well by pupils for research. The teacher linked previous teaching in ICT very well with this lesson by reminding pupils of the newly acquired information to use the hyperlink to turn pages.
64. Discussions with the co-ordinator and scrutiny of planning show that appropriate time is allocated to geography. The co-ordinator has developed assessment in geography and has a good overview of the subject.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' spiritual, moral and cultural development.
- Writing skills are not used well enough to record work.

Commentary

65. Standards in Year 2 are broadly in line with the expectations of the locally agreed syllabus. Improvement since the last inspection is satisfactory; standards appear to have fallen back since the last inspection, when they were described as exceeding expectations at the end of Year 2. However, the level of the intake of the school has dropped and pupils continue to achieve well. Limited evidence was available for the inspection, as work had been sent home due to the move of the school. In addition, there was little written evidence in pupils' books, as writing is not used well to record work. Planning and discussions indicate an appropriate balance in the teaching of Christian, Jewish and Hindu faiths and is taught under headings of 'Special Places', Events, People and Books. Evidence through talking to a parent indicated a good focus on the Diwali Festival for the whole school. Events, festivals, customs and symbols were explored well and all pupils experienced practical activities such as hand painting, lamp painting and eating of sweets from the deities. It was felt that all pupils gained considerably in knowledge about other faiths and in particular it promoted tolerance of different customs and faiths.
66. The focus of lessons seen was 'Learning from Religion', to know what it means to belong. For example, pupils explored belonging to a family, school or club and finally linked it to belonging to God's family. Teaching promotes a good level of discussions and reflection for pupils as when pupils recall the story of Jesus being lost in the temple, they talk together about what they feel like when they are lost. Drama is used well to reinforce knowledge and explore feelings, such as when a class explored feelings of 'worried' and 'happy'.
67. The teaching and learning are good overall. In the lessons seen, the interactive white board was used well to reinforce pupils' new learning as the lesson commenced. Discussions with pupils indicated a satisfactory knowledge of Jesus, his family and the Bible as a source of information about Jesus. This had been taught and learned well, however, follow up work did not include any writing as a way to record new knowledge.
68. Religious education has not been a focus for school development. However, the co-ordinator provides satisfactory leadership and has maintained the achievement of pupils since the last inspection. She also monitors planning to ensure coverage of the subject. There are no procedures in place for recording assessments.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was not inspected. Design and technology, music and physical education were sampled.

69. In a good lesson seen in Year 1 in **design and technology**, pupils designed and made an artificial flower for the class flower shop. The teacher gave a short introduction to the task at the beginning of the week and each day, the teaching assistant led a group in their activity. Pupils designed a flower, made decisions on the materials they would use and how they would assemble and join materials. They recorded their design on paper assisted by the teaching assistant who made good links with their phonic knowledge in literacy. While pupils made their flowers she taught techniques for cutting and joining materials and asked questions skilfully to encourage them to solve problems. Pupils were engrossed in the task and pleased with their finished work. The teaching assistant challenged them further to think about how they could have improved their product. As a result of the good teaching during the group activity, pupils were well motivated by the tasks and were engaged productively. Although the previous inspection identified the lack of systems for recording pupils' assessments as a weakness, the issue has not been addressed.
70. In **music**, in a well-taught lesson in Year 2, pupils showed skills in the way in which sounds can be made and arranged. The lesson content was highly interactive and practical, which interested and involved pupils well. After paired discussion, pupils worked together very well in a small group to compose their own music. The class teacher consulted and supported pupils' own ideas effectively, giving them ownership of their own music as well as helping them to

improve their ideas. Where groups of pupils performed their compositions in front of the class, they were confident and enthusiastic because of the good support given by the teacher.

71. Music is used well in the reception classes to support literacy and speaking and listening. By using musical instruments to accompany rhymes children start to understand what a word is. They learn to speak clearly whilst creating a basic rhythm to a rhyme. This gives pupils a good basis from which to start in Year 1. Music week makes a strong contribution to the curriculum in music. Pupils enjoy composing and performing music at this time as well as listening to a visiting steel band.
72. In **physical education** in the single lesson seen in Year 2, teaching, learning and pupils' achievement were good. The lesson in educational gymnastics was well structured, well planned and built effectively on pupils' learning in the previous lesson. Pupils were motivated, worked hard and began to evaluate other pupils' movements during demonstrations. Each class has good access to very good accommodation in the new hall and good resources for the subject. A weekly sports club held after school enriches the curriculum. There are no formal records of pupils' progress in physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship was sampled.

73. The school has a policy for personal, social and health education, but it is not supported by a scheme of work. Class teachers are expected to provide one session each week and most teachers deliver the curriculum through circle times and assemblies; links are made with the topic themes for the term. In the physical education lesson seen, the pupils explained well the links between healthy bodies and exercise. They told their teacher, 'after exercise the heart races, and we breathe faster'; they also knew that 'the body sweats to cool down'. The school has received a Healthy Schools award.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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