

INSPECTION REPORT

**ST. AUGUSTINE'S CATHOLIC PRIMARY
SCHOOL**

Tunbridge Wells

LEA area: Kent

Unique reference number: 118781

Headteacher: Ellen Hoy

Reporting inspector: Barrie Mahoney
18175

Dates of inspection: 24 – 27 September 2001

Inspection number: 197697

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Wilman Road
Tunbridge Wells
Kent

Postcode: TN4 9AL

Telephone number: 01892 529796

Fax number: none

Appropriate authority: The Governing Body

Name of chair of governors: Dr Paul Kelly

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18175	Barrie Mahoney	Registered inspector	Foundation Stage	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and achievements.</p> <p>How well are the pupils taught?</p> <p>How well is the school managed?</p> <p>What should the school do to improve further?</p>
9457	Gillian Bindoff	Lay inspector		<p>How high are standards?</p> <p>b) Pupils' attitudes, values and personal development.</p> <p>How well does the school work in partnership with parents?</p>
30717	Gordon Tompsett	Team inspector	<p>Mathematics</p> <p>History</p> <p>Geography</p> <p>Physical education</p>	
15023	Ali Haouas	Team inspector	<p>English</p> <p>Information and communication technology</p> <p>Music</p> <p>English as an additional language</p>	How well does the school care for its pupils?
1710	Thelma Edwards	Team inspector	<p>Science</p> <p>Design and technology</p> <p>Art and design</p> <p>Equal opportunities</p> <p>Special educational needs</p>	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Augustine's Catholic Primary School serves the surrounding parishes of Tunbridge Wells, Paddock Wood, Pembury and Southborough. As the only Catholic school in the area, it takes pupils from a wide catchment area and from a wide variety of different backgrounds. Children's attainments on entry are broadly in line with national expectations and some demonstrate advanced language and social skills. At the time of the inspection there were 315 pupils on roll. There were 84 pupils with special educational needs (27 per cent), of whom 19 (6.03 per cent) are on stages three to five of the school's register of special educational needs. There is one pupil (0.3 per cent) with a statement of special educational needs, which is below the national average. There are two per cent more girls than boys. There are 22 (7 per cent) of pupils from other than UK ethnic heritages and ten pupils (3 per cent) with English as a second language. The socio-economic circumstances of pupils are above average, with eight per cent of pupils currently claiming free school meals, which is below the national average. Since the previous inspection, the school has appointed a new headteacher and acting deputy headteacher. Religious education and collective worship are both inspected separately.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. Across the school, pupils achieve at least satisfactory standards in most subjects, with the exception of information and communication technology, and good standards in mathematics and art and design. The quality of teaching for the youngest and oldest pupils is particularly good. However, there are some variations in the quality of teaching and learning across the school, particularly in Years 3 and 4, and this has a negative impact upon pupils' learning. There are some weaknesses in the monitoring and evaluating of the school's performance. The school provides satisfactory value for money.

What the school does well

- There is very good overall provision for the youngest children in the school, and this gives them a very good start to their education.
- The quality of teaching for the youngest pupils is very good and it is good for the oldest pupils. This has a good impact upon the pupils' learning.
- The provision for pupils with special educational needs is very good and these pupils make good gains in their learning.
- The provision for pupils' spiritual, moral, social and cultural development is good, and this effectively fosters pupils' good attitudes, behaviour and personal development across the school.
- Pupils' attendance is good and this has a positive impact upon their learning.

What could be improved

- The curriculum for information and communication technology does not meet statutory requirements. Standards in the subject are below expectations for seven- and eleven-year-olds, because pupils have insufficient opportunities to develop their skills fully.
- Maintaining the good progress achieved by seven-year-old pupils as they move through Key Stage 2, especially in English and science.
- Monitoring pupils' academic progress, and the use of this information to guide curricular planning.
- The role of subject co-ordinators across the school, and especially the effective monitoring of teaching and learning.
- The quality of classroom accommodation for some of the youngest children in the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made satisfactory improvement since its last inspection in October 1997. Standards have been maintained, with the exception of information and communication technology where they have fallen. The quality of teaching and outdoor provision for the youngest children in school has improved significantly since the last inspection. Policies and schemes of work are in place for most subjects. However, assessment remains insufficiently well used to extend pupils' learning. Communication has improved overall, and is very good in the reception and infant classes. Parents

are well informed about the day-to-day life of the school. As pupils progress through the school the partnership with parents is less effective.

STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	C	A	C	C
mathematics	B	A	B	C
science	C	C	C	C

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

The table above shows that the performance of eleven-year-olds in the 2000 National Curriculum tests is above the national average in mathematics and average in English and science. When compared with similar schools, pupils reached standards that were average. In the National Curriculum tests in 2000 for seven-year-olds, pupils' performance was well above average in mathematics, above average in reading and average in writing. When compared with similar schools, pupils' performance was well above average in mathematics and in line with the average in reading and writing. Pupils' results for science, based on teachers' assessments, were above the national average. Since 1996, standards at the age of seven have risen marginally in reading and writing and above the national trend in mathematics. Trends over time indicate that since 1996 standards have risen in English, mathematics and science and are above the national trend at age eleven. However, there are significant differences between the attainments in different year groups and this contributes to variations from year to year.

Inspection findings show that standards reached by eleven-year-olds are above expectations in mathematics and art and design. They are in line with expectations in English, science, design and technology, music, and physical education. Standards achieved by seven-year-olds are above expectations in English, mathematics, science, and art and design. Standards are in line with expectations in design and technology, music, and physical education. Standards in information and communication technology are unsatisfactory for seven- and eleven-year-olds. There was insufficient evidence to make a judgement about standards for seven- and eleven-year-olds in geography and history. Inspection evidence indicates progress slows between the ages of seven and nine. Reception children make good progress overall, because of the very good quality teaching they receive and the opportunities to broaden and consolidate their knowledge in all areas of learning. By the time children end the reception year most are achieving, and some are exceeding, the Early Learning Goals for children of this age. The newly appointed headteacher, staff and governors are becoming more aware of the school's strengths and weaknesses and are setting appropriate targets for year groups and individual pupils. There are no marked differences in the performance of boys and girls. Pupils with special educational needs make good progress. The few pupils with English as an additional language who are targeted for support make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school, most are eager to learn and work hard.
Behaviour, in and out of classrooms	Good. There have been no exclusions.
Personal development and relationships	Satisfactory. Pupils are given sufficient opportunity to take responsibility. They care for each other well.
Attendance	Good. Punctuality is good. Registration is taken swiftly and provides a good start to lessons.

Pupils are given insufficient opportunities to develop their research and study skills. Pupils' behaviour and attitudes to the school are good and these contribute to the calm and purposeful environment.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall and leads to good learning. This is an improvement upon the previous inspection, where a number of lessons were judged to be unsatisfactory. The quality of teaching is consistently high for children in the reception and infant classes, and the upper junior classes, with examples of very good and excellent teaching. However, the quality of teaching is unduly variable for pupils aged seven to nine, where the pace of learning, and resultant progress, slows down. Pupils make good progress in the reception and infant classes, and again in the upper junior classes.

For pupils aged five to seven, the quality of teaching is good overall in English, mathematics, science and physical education, and satisfactory in design and technology and music. For pupils aged seven to eleven, the quality of teaching is good overall in English, mathematics, art and design and physical education. It is satisfactory in science, information and communications technology, design and technology and music. There was insufficient evidence to make a judgement about the quality of teaching in information and communication technology and art and design for pupils aged five to seven, and geography and history throughout the school. Features of the lessons where the quality of teaching is particularly strong include very good subject knowledge, well-planned lessons, which develop what pupils already know, together with high expectations. In the small number of satisfactory lessons and one unsatisfactory lesson, pace was sometimes rather slow and expectations of what pupils could achieve were insufficiently high. This was particularly noticeable in some lessons for pupils in Years 3 and 4, where behaviour management strategies also were not always effective. As a result, some pupils quickly became bored and unsettled. The consistently good or better quality of teaching makes a significant impact on the good progress made by pupils with special educational needs. Most teachers show a good understanding of how to teach the National Literacy and Numeracy Strategies. Teachers' subject knowledge in information and communication technology is inconsistent across the school and this has a negative impact upon pupils' learning. In music, there are few opportunities for composing and this part of pupils' knowledge is limited. This is also partly due to the lack of teachers' own subject knowledge. The quality of support provided by the co-ordinator for special educational needs is very good and as a result pupils make good gains in their learning. The quality of teaching for pupils for whom English is an additional language is good overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory overall. However, it is very good in the reception classes and satisfactory for pupils aged seven to eleven. A good range of extra-curricular activities supports the curriculum for the oldest pupils.
Provision for pupils with special educational needs	Very good. These pupils make good progress.
Provision for pupils with English as an additional language	Good. There are effective strategies to help these pupils to have equal access to learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. This contributes significantly to pupils' positive attitudes to their work and their responsible behaviour.
How well the school cares for its pupils	Satisfactory overall. Procedures for monitoring and supporting pupils' academic performance throughout the school and the use of the findings from to plan the curriculum are unsatisfactory.

The school's partnership with parents is good overall, and is particularly strong in the reception and infant classes. As pupils progress through the school the partnership with parents is less effective. Statutory requirements for teaching information and communication technology are not met and the curriculum is therefore unsatisfactory overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The newly appointed headteacher has a strong commitment to the school. The co-ordinators' roles in monitoring and evaluating standards in their subjects of responsibility are under-developed.
How well the governors fulfil their responsibilities	Satisfactory. Governors provide good pastoral support for the school and fulfil most of their statutory duties appropriately. However, their role in monitoring and evaluating the work of the school lacks sufficient rigour to be fully effective.
The school's evaluation of its performance	Unsatisfactory. There is insufficient rigour in monitoring and evaluating the quality of teaching and learning across the school.
The strategic use of resources	Satisfactory. Specific grants and resources are used appropriately.

The school has had considerable changes in staffing and leadership over the last two years. The accommodation and learning resources are satisfactory overall, with the exception of one of the infant classrooms, which is in poor condition and has a negative impact upon learning. Governors apply best value principles well, the school's financial planning is satisfactory and supports identified priorities appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • The school helps children to become mature and responsible. • Behaviour in the school is good. • Children make good progress. 	<ul style="list-style-type: none"> • The range of activities for children outside lessons. • A closer working relationship between the school and parents, including more information about how children are getting on. • The right amount of homework provided for children. • Grouping arrangements for literacy and numeracy.

Overall, parents have positive views of the school and inspectors broadly support these. Inspectors found that the school provides a good range of activities outside lessons, but that after school clubs are largely provided for the older pupils. The information provided for parents is judged to be satisfactory, but has some weaknesses. There was no evidence to support the view that pupils in some classes achieve less well than in others through literacy and numeracy grouping arrangements. A very good partnership is developed between parents and teachers in the reception and infant classes. However, for pupils aged seven to eleven, parents have insufficient information about the work their children will do. Arrangements for homework have recently improved but are inconsistently applied in some classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. During the preceding two years there have been considerable changes of staffing and leadership throughout the school. Although the school is now experiencing a period of stability, inspection evidence indicates that this period of uncertainty has had a negative impact upon standards achieved by pupils, and it is particularly noticeable between the ages of seven and nine, where the rate of progress slows.
2. Children's attainment assessed on entry to the school covers a wide range and is average overall. However, a good number of children starting school have well-developed language and social skills. Reception children make good progress overall, because of the very good quality teaching they receive and the opportunities to broaden and consolidate their knowledge in all areas of learning. The range of activities provided fully reflects the learning needs of children of this age and has a very positive impact upon their learning. By the time children leave the reception year most are achieving, and some are exceeding, the Early Learning Goals for children of this age. Overall, provision for children under five is good and standards have risen overall since the last inspection.
3. In the National Curriculum tests in 2000 for seven-year-olds, pupils' performance was well above the national average in mathematics, above average in reading and in line with the national average in writing. There were a significant number of pupils reaching the above average grades (Level 3) in mathematics. When compared with schools with a similar percentage of pupils eligible for free school meals, standards were well above average in mathematics and in line with national averages in reading and writing. Pupils' results for science, based upon teachers' assessments, indicate that the number of pupils reaching the average level or above was above the national average.
4. In the National Curriculum tests in 2000 for eleven-year-olds, pupils' performance was above the national average in mathematics, and in line with the national average in English and science. There is a significant number of pupils achieving the higher levels in these subjects. When compared with schools with a similar percentage of pupils eligible for free school meals, standards were in line with the average in the three subjects. Test results for 2000 indicate that boys are attaining results that are higher than girls, although there was no significant evidence of this during the inspection.
5. Since 1996, standards at the age of seven have risen marginally in relation to the national trend in reading and writing and above the national trend in mathematics. Trends over time indicate that at the age of eleven since 1996 standards have risen in English, mathematics and science and are above the national trend. However, there are significant differences between the attainments in different year groups and this contributes to variations from year to year.

6. In English, results in the 2000 National Curriculum tests showed that standards attained by seven-year-olds in reading were above average, indicating a decline compared with results over the previous three years, when they were well above average. In writing, results were average, and this also represents a decline compared with results over the same period. When compared with similar schools, results were average. Although national comparative data was not available at the time of the inspection, National Curriculum assessments for 2001 indicate that standards are being maintained.
7. For eleven-year-olds, standards achieved in the 2000 tests were in line with the national average and those of similar schools. However, this also represents a decline when compared to the previous year but similar to the results of the previous two years. Results from national tests in 2001 indicate an improvement upon these results, although national comparisons were not available at the time of the inspection.
8. Inspection findings broadly match these results, indicating that seven-year-olds achieve well against their prior attainment, whereas achievement for eleven-year-olds is satisfactory. Standards exceeded the national average for eleven-year-olds in the last inspection, but now pupils' results are average representing differences in the current year group of pupils.
9. Standards in speaking and listening are in line with what is expected for seven- and eleven-year-olds with a good proportion of pupils in the current Year 2 exceeding the national average.
10. Standards in reading are above the national average by the age of seven and in line with what is expected for eleven-year-olds. Pupils in Year 2 read a range of texts with fluency and accuracy, with higher attaining pupils having good levels of expression. Higher attaining pupils recognise the meaning of unfamiliar vocabulary. They are familiar with the organisation of non-fiction books and use the contents and index pages to find information. However, this is not the case for a significant number of pupils including a significant number of seven- to eleven-year-olds who are unable to do this. In Year 6, pupils are highly motivated, confident and read in a range of genres. Pupils' progress in reading, including that of pupils with special educational needs, is satisfactory.
11. Standards in writing by the age of seven are above average and in line with what is expected by the age of eleven. By the age of seven, higher attaining pupils develop their ideas in sequence and use capital letters. Standards in handwriting and spelling are above average, because these two skills are regularly and effectively taught. By the time pupils are eleven, the majority write extensively and produce a variety of writing. Evidence from an analysis of work shows good examples of different kinds of writing, including narrative and non-narrative pieces such as interviews of famous personalities and book reviews. Higher attaining pupils produce writing that is imaginative, extensive and varied, and show a good grasp of paragraphing and structure. Pupils achieve appropriately against their prior attainment. Standards in handwriting and spelling are average and most pupils have good study skills and work is always presented well.

12. In mathematics, inspection evidence from classroom observations, work in pupils' books and from talking to staff and pupils indicates that the standards attained by pupils in Years 2 and 6 are above what is expected for their age. This represents an improvement since the last inspection when standards at age seven were average.
13. The 2000 national test results for Year 2 show that overall, pupils at age seven are attaining above the national average, with 63 per cent of pupils attaining level 2 and 35 per cent attaining the higher level 3. The results for Year 6 were above national averages with higher than nationally expected percentages; 52 per cent achieving level 4 against 47 per cent nationally and 27 per cent attaining the higher level 5 grade, against 24 per cent nationally. The provisional results for 2001 at age seven show that 92 per cent reached level 2 or above and at age eleven 68 per cent achieving level 4 or above, although national comparisons were not available at the time of the inspection. This apparent dip in 2001 Year 6 results is due to variations in the ability of this group of pupils. The trend over the past five years has been one of consistent improvement at age seven and then a dip in standards at the age of eleven.
14. In science, pupils' results in the National Curriculum tests for eleven-year-olds in 2000 were in line with the national average and with the average for pupils in similar schools. The percentage of pupils reaching the national standard was close to the national average and the percentage reaching the higher level was above. In the four years from 1997 to 2000, attainment has risen, after a weak year in 1998. Since then, performance has improved, with pupils doing rather better than the national trend. The attainment of boys, over this time, has been better than that of the girls. Teachers' own assessments for eleven-year-olds in 2000 endorsed the test results. Teachers' assessments of seven-year-olds in 2000, showed standards above the national average. The most recent national tests in 2001 for eleven-year-olds show results similar to those of the previous year although national comparisons were not available at the time of the inspection. Inspection evidence indicates that Year 2 pupils are attaining standards above that expected for their age. The oldest pupils in the school are reaching expected standards.
15. In information and communication technology, pupils' attainment is below what is expected of seven- and eleven-year-olds. This represents a decline compared with standards in the last inspection. This is partly because the requirements have changed, but also because of the lack of confidence among a number of teachers. Pupils have had very limited opportunities to study key strands of the curriculum and the school is therefore not meeting statutory requirements in the subject. However, the school has just completed the installation of a new information and communication technology suite, which some teachers have started to use. Staff training started a week before the inspection. As a result, pupils' achievements are unsatisfactory for seven- and eleven-year-olds.
16. Standards achieved by seven-year-olds and eleven-year-olds are above national expectations in art and design. Standards are in line with national expectations in design and technology, music and physical education. There was insufficient evidence to make a judgement about standards in geography and history throughout the school.
17. The newly appointed headteacher, staff and governors are becoming more aware of the school's strengths and weaknesses and are setting appropriate targets for year

groups and individual pupils. Despite the unsettled period that the school has experienced, standards are improving, particularly in literacy and numeracy.

18. There are no marked differences in the performance of boys and girls. Pupils with special educational needs make good progress. The few pupils with English as an additional language who are targeted for support make good progress. They achieve best when they are supported by the externally funded teacher and are taught in a one-to-one situation especially for those in the early stages of language acquisition.

Pupils' attitudes, values and personal development

19. Pupils have good attitudes to their learning although there are some variations in their response to lessons in different parts of the school. Children are very keen to learn when they first enter the reception year. They are very enthusiastic and engaged in the activities. As a result of very good teaching they settle well into classroom routines and develop independence. In Years 1 and 2, pupils enjoy lessons and are very keen to contribute their ideas; for example, pupils in Year 2 used their imagination in a literacy lesson to invent a character and they built up a picture of their character well. All pupils, including those with special educational needs, achieved well and one of the pupils indicated how much she had enjoyed the task. A lack of enthusiasm was noted in some lessons in Years 3 and 4, where teaching did not inspire or challenge pupils sufficiently. In Years 5 and 6 pupils work hard and sustain their levels of concentration well. By Year 6, pupils have developed mature attitudes and discuss issues together; for example, the implications of building the Aswan Dam and their thoughts about refugees.
20. Pupils enjoy the activities the school provides. Year 6 pupils look forward to going to Cornwall for a residential visit and a range of educational visits stimulates pupils of all ages. Year 4 pupils were keen to share some of the information they had gained from a recent visit to a Roman villa; for example, the number of pets and domestic animals the Romans kept. Pupils in Years 5 and 6 prepared very well for their class assembly. They read out their thoughts on 'new beginnings' and on the terrorist attack on the World Trade Centre in New York which showed sensitivity and compassion. They took pride in their work and were pleased to take responsibility for the assembly, which was attended by some parents as well as the rest of the school.
21. Pupils are friendly and polite and behave well in lessons and around the school. At playtimes pupils play well together. Behaviour on visits out of school is considered to be exemplary by parents. Pupils respond very well to the expectations of the school and there are few incidents of bullying or other oppressive behaviour. Pupils have confidence to tell adults in the school when such incidents occur. No pupils have been excluded.
22. Relationships between pupils and between pupils and the adults in the school are good. Pupils value the strong sense of 'family' within the school. Pupils work well together and support each other well. Older pupils have very good attitudes towards the younger pupils and enjoy opportunities to share times with them, either in paired reading, at lunchtimes or helping in the classroom. Links between Year 6 pupils and the children in the reception year are very close and the pupils in both age groups benefit from the time they spend together. However, pupils do not have enough opportunities to carry out their own research and do not develop confidently as independent learners.
23. Year 6 pupils respond well to opportunities to take on responsibilities within the school and they take their roles seriously. They learn to become good citizens and to take a leading role in the school's 'house' system. The newly established school council includes representatives from all classes for seven- to eleven-year-olds, and

these pupils are keen to contribute their ideas for improvements in the school. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events.

24. Attendance is good and contributes positively to pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

25. After taking all aspects of teaching into account, the quality is good overall and leads to good learning. Most lessons observed were at least satisfactory, with five per cent being excellent, 17 per cent being very good and 52 per cent being good. There was one unsatisfactory lesson observed. This is an improvement upon the previous inspection, where a number of lessons were judged to be unsatisfactory. The quality of teaching is consistently high for children in the reception and infant classes, and the upper junior classes, with examples of very good and excellent teaching. However, the quality of teaching is unduly variable for pupils aged seven to nine, where the pace of learning, and resultant progress, slows down. Pupils make good progress in the reception and infant classes, and again in the upper junior classes. As a result, by the time pupils leave school at the age of eleven, they are reaching the standards expected in English and science and above in mathematics.
26. For pupils aged seven to eleven, the quality of teaching is good overall in English, mathematics, art and design and physical education. It is satisfactory in science, information and communication technology, design and technology and music. For pupils aged five to seven, the quality of teaching is good overall in English, mathematics, science and physical education, and satisfactory in design and technology and music. There was insufficient evidence to make a judgement about the quality of teaching in information and communication technology and art and design for pupils aged five to seven, and geography and history throughout the school.
27. A particularly strong feature in the best lessons observed is the way in which teachers explain what pupils are going to learn and reinforce this effectively through the lesson. In one good mathematics lesson for pupils in Year 6, the teacher effectively consolidated pupils' understanding of fractions through well-prepared practical activities and breaking new concepts into easily understood sections. Well focused questioning successfully reinforced pupils' understanding and led to effective learning. Well matched activities for groups of pupils and a thorough review at the end of the lesson ensured that pupils made good gains in their learning.
28. Other features of the high quality of teaching in many lessons include the use of challenging questions to extend learning. Most teachers are successful in matching their questions to the needs of individuals in whole-class sessions in literacy and numeracy. This contributes positively to the standards attained. Teachers take every opportunity to extend and enrich learning through their questioning. In one very good lesson in a reception class, children's learning about numbers to five was successfully reinforced through the use of perceptive questioning and opportunities to learn through using well chosen apparatus, number rhymes, songs and games. Even at this very early stage of the new school year, teachers and support staff are aware of children's individual needs and make effective provision for them.

29. In the small number of satisfactory lessons and one unsatisfactory lesson, pace was sometimes rather slow and expectations of what pupils could achieve were insufficiently high. This was particularly noticeable in some lessons for pupils in Years 3 and 4, where behaviour management strategies were not always effective. As a result, some pupils quickly became bored and unsettled. Occasionally, group tasks were insufficiently challenging to promote good learning and consolidate the skills which pupils already knew; for example, in some literacy and numeracy lessons.
30. Strengths in the quality of teaching, particularly for pupils aged five to seven and nine to eleven, include well focused teaching, based upon very good subject knowledge. Lessons proceed at a brisk pace and include a variety of well-planned activities. In one excellent English lesson observed in Year 6, the very skilful questioning by the class teacher enabled pupils to understand and appreciate the use of well-chosen metaphors in a poem. Pupils listened attentively and were captivated by the mood of the poem and this subsequently encouraged them to make an effective contribution to the lesson and to their own work.
31. Overall, the quality of teaching for children in the reception classes is very good and this leads to very effective learning. Both class teachers have a very good knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through the introductions to the literacy and numeracy lessons and very effective use of the outside play area. Where teaching is very good or excellent, activities are exciting and fully involve the children. Well-established routines and high expectations of children ensure effective learning. The quality of learning is enhanced by the effective deployment of classroom assistants who support group activities well; for example, during the outside play activities.
32. The consistently good or better quality of teaching makes a significant impact on the good progress made by pupils with special educational needs. Class teachers are well aware of their pupils' needs and work in close conjunction with the co-ordinator for special educational needs and support staff. The quality of teaching in small groups is good. Higher attaining pupils are challenged appropriately in most lessons, although their specific needs are not always identified in the curriculum planning. Higher attaining pupils observed in Years 3 and 4 are often insufficiently challenged and expectations of what these pupils can achieve are frequently not high enough.
33. Most teachers show a good understanding of how to teach the National Literacy and Numeracy Strategies. Strengths include the good use of support staff in some lessons, who provide valuable support and encouragement during group activities. This ensures that pupils remain on task and that their particular needs are met. However, in some literacy and numeracy lessons, pupils' progress was sometimes hindered because of the lack of other adult helpers in the classroom. Most teachers make the best use of available opportunities to extend language and this contributes to improvement in standards in English and mathematics. Teachers are competent in the teaching of reading.
34. Teachers' subject knowledge in information and communication technology is inconsistent across the school and this has a negative impact upon pupils' learning. The school is well aware of this deficiency and the school has just completed the installation of a new information and communication technology suite, which some teachers have started to use. Government sponsored staff training also started a week before the inspection. In music, there are few opportunities for composing and,

consequently, pupils' knowledge is limited. This is also partly due to the lack of teachers' own subject knowledge.

35. The use of homework is satisfactory throughout the school. Reading books are taken home regularly and reading record books indicate a good working partnership between teachers and parents. There are also good examples of pupils working at home with spellings and using reference books. However, the policy for homework is inconsistently applied across the school, with pupils and parents being uncertain about what homework will be set and when and whether it will be marked. Again, this omission is more noticeable in Years 3 and 4 classes.
36. The quality of support provided by the co-ordinator for special educational needs is very good and as a result pupils make good gains in their learning. The quality of teaching for pupils for whom English is an additional language is good overall. This is because the work is carefully tailored to the needs of targeted pupils and is linked to topics taught to the rest of the age group. The use of visual aids and the intensive focus on basic skills enable them to achieve well in relation to their prior attainment.

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

37. Children under five receive a well-planned curriculum that helps them to learn many things about themselves and the world around them. It covers the essential areas of learning. Pupils in Years 1 to 6 also receive a broad and interesting curriculum. They are offered a broadly satisfactory range of learning opportunities, which promote their intellectual, physical and personal development, and, this mostly echoes the judgements of the last inspection. However, the statutory curriculum is unsatisfactory overall, because not all of the areas of information and communication technology are taught.
38. The school provides satisfactorily for the development of pupils' literacy and numeracy skills, both in English and mathematics lessons and through their further development when used in other subjects; notably science.
39. Pupils who have special educational needs receive very strong support in class and when taught in small groups or as individuals. Pupils learning English as an additional language also receive appropriate support in class so that they are able to join in the lessons. Pupils with English as an additional language have appropriate access to the full range of curricular opportunities including literacy and numeracy and these pupils are fully integrated.
40. The school makes good provision for extra-curricular activities. Pupils have opportunities to sing, play in an orchestra, learn Spanish dancing and play team games; sometimes in a local league. Kwik cricket is open to pupils of all ages in the summer. Extra-curricular clubs are mainly directed to older pupils. The school makes sound provision for pupils' personal, social and health education. Older pupils receive sex education and pupils of all ages learn about healthy ways of living. Circle time discussions successfully encourage pupils to express their thoughts and feelings and to listen to others.

41. There are good links with the community and the school is very much part of the parish. A parent who is an artist has taught pupils the skills of clay work and another artist has visited the school. The warden of Tunbridge Wells Common has talked to the pupils in Year 6. Pupils visit the town of Tunbridge Wells as part of history and to draw some of its buildings. They have visited art galleries and museums and have travelled to London to see a ballet performance. Theatre groups visit the school. Pupils have joined in the parish links with a school in Cambodia. All of these links enrich pupils' learning.
42. There are good contacts with St Gregory's Secondary School to which the vast majority of pupils transfer and there is an appropriate exchange of information about the particular needs of individual pupils. Teachers from St Gregory's visit Year 6 to meet pupils and to talk about their school. Pupils, now in Year 2, have visited the art department to see what secondary pupils can do.
43. The provision for pupils' spiritual, moral, social and cultural development is good and pupils respond positively in all of these important areas of their learning.
44. The school makes good provision for pupils' spiritual development. When assembled in the hall, pupils enter quietly and are immediately aware that this is a special time because candles are lit and music is playing. There is a calm atmosphere where they can listen to teachers and to pupils leading the assembly and reflect on what they hear. At other times during the day children are sometimes enthralled by the activities in class, as when the youngest pupils become involved in printing activities and when taking part in the "Bear Hunt". An awareness of something beyond the immediate, physical experience is promoted in the school, and pupils respond well to this.
45. The provision for moral development is good. Pupils understand right from wrong and the school places strong emphasis on doing the right thing and caring for others. This was observed when pupils heard the story of Jesus and the blind man in assembly and during circle time. In one lesson, the oldest pupils took part in a thoughtful discussion about the impact on the environment and on communities of the building of a large dam. All are aware of the values that the school holds and they know, for example, that there must be no bullying. Pupils help one another in class and accept that some of their friends may need more support than others. The school's expectations of them are clear and pupils respond positively.
46. Pupils' social development is supported well. Routines are being carefully established in most classes as teachers settle pupils at the beginning of the school year. Pupils of all ages assist the teacher in the classroom, sometimes by giving out equipment or taking registers to the office. Older pupils help the younger ones during the lunch break. There is a successful reading system where pairs of pupils of different ages read together and, in the classroom, pupils work collaboratively in groups. They are very ready to accept more responsibilities as they get older. Pupils of all ages are polite to visitors, hold doors for them and, when asked, courteously conduct them around the school.
47. The provision for pupils' cultural development is good and, again, pupils respond well. The school's programme for the teaching of art and design strongly supports this, with pupils studying and emulating the styles of famous artists. Their paintings and drawings often make an attractive background to their work in class and feature in the hall and corridors. Visits and visitors to the school enrich cultural development and, last year, the school held a successful Aesthetics week. Pupils learn about other

cultures in geography and history and the parish links with Cambodia help to give pupils some knowledge of a different school in a Buddhist community. However, opportunities are sometimes missed for celebrating the multicultural aspect of British society, within the English curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school is a close and caring community with a strong sense of family. Pupils are well known by staff, relationships between pupils and adults in the school are good and individual pupils are supported very well. The early morning exercise session for pupils is a very good example of the school's commitment to pupils' needs. The improvement in co-ordination and mobility helps pupils to learn and to be more confident in lessons.
49. Children in the reception year are very well supported and make a very good start to their schooling. Their personal and social development is well monitored and recorded and this provides a good model for the rest of the school where there are no systematic monitoring procedures in place. Very good provision is also made at the reception stage for children with special educational needs. Arrangements for the inclusion of pupils with special educational needs are effective throughout the school and this contributes to their good levels of achievement.
50. Arrangements for child protection are satisfactory and are in line with local procedures but improvements are needed in training for staff to recognise the signs and symptoms of abuse and to respond to any disclosure pupils may make. Staff have a good level of experience with "looked after" children and have good procedures to ensure their inclusion in the educational opportunities provided. Pupils are helped to understand aspects of healthy living and visits from community police and fire officers alert them to dangers in everyday life.
51. Pupils are safe and secure at school and provision for the treatment of minor injuries is satisfactory. Further training for staff in first aid is needed to ensure that a qualified person is available to treat accidents whenever they occur. Governors have an overview of the school premises but have not made progress on the assessment of risks and this is a weakness in the provision for health and safety. Risk assessments are not in place for all aspects of the school's work.
52. The school has good procedures for promoting good behaviour. Expectations are clear throughout the school and pupils understand very well what is right and what is wrong. Good records are kept of incidents when pupils' behaviour falls below the school's standards and there are good links with parents when individual pupils have difficulty in managing their own behaviour.
53. The school is effective in promoting good attendance and has good procedures for monitoring pupils who arrive late. However, procedures to monitor patterns of absence and the impact these have on pupils' learning are insufficiently well developed.
54. The school's arrangements for assessing and monitoring pupils' attainment are unsatisfactory. Since the last inspection, regular termly assessment tasks have been developed in English, mathematics and science. On the basis of these, teachers identify and record achievement against the National Curriculum levels of attainment. However, the findings from these assessments together with the collection of samples

of work are not used to inform curriculum planning and target pupils who are underachieving in order to support them. Assessment in the foundation subjects is informal and insufficient use is made of levels of attainment to inform the progress pupils make. The school has no procedures of its own for the initial assessment of pupils with English as an additional language and some pupils newly admitted are waiting for an assessment to be carried out by the specialist teacher.

55. Although assessment data is analysed, the tracking of pupils' progress over time is underdeveloped and the school has no system to enable teachers and co-ordinators to use this strategically to monitor pupils' academic progress and address the needs of pupils who might be at risk of underachieving.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Overall, parents have positive views of the school. They consider that the attitudes and values it promotes are one of its strengths and they like the family atmosphere. They say that their children like school, behave well and make good progress. Parents feel that the school helps their children to become mature and they are especially impressed by the high quality of provision for the youngest children. Inspectors broadly support these positive views.
57. Parents also express some concerns. They are not satisfied that the best arrangements are in place to divide their children into class groups so that all children have an equal opportunity to achieve well. Inspectors found no evidence to support the view that pupils in some classes achieve less well than in others through literacy and numeracy grouping arrangements. However, inspectors judge that the rate of progress is slower in Years 3 and 4. A significant minority of parents says they do not feel comfortable in approaching the school and feel that the school does not work closely with them. They do not feel well informed about their children's progress. Inspectors found that the information provided is satisfactory, but has some weaknesses. Approximately 20 per cent of parents do not think the school provides a good range of activities outside lessons. Inspectors found that the school provides a good range of activities outside lessons, but that after school clubs are largely provided for the older pupils. Younger pupils have too few opportunities to join lunchtime or after school activities although alternative activities are provided in the parish.
58. Parents are well informed about the day-to-day life of the school and have good opportunities to express their views through questionnaires circulated by the governors. A very good partnership is developed between parents and teachers in the reception and infant classes. Very good information is provided about what children will learn and support is given to parents to help their children learn at home. Opportunities for informal contact with parents are capitalised upon and there is productive on-going dialogue about pupils' progress. These very good links provide a model for the rest of the school to follow.

59. As pupils progress through the school the partnership with parents is less effective. Parents have scant information about the work their children will do and are not supported well enough to be able to be actively involved in their children's learning. Arrangements for homework have recently improved but are inconsistently applied in some classes. The present arrangements for formal consultations with class teachers about pupils' progress are not fully effective in keeping parents informed. Pupils' end-of-year reports do not contain enough information about standards achieved and targets for future learning. The targets that are included are not easily measurable and this limits their usefulness.
60. Parents are actively involved in the life of the school and make a significant contribution to pupils' learning. The Parents' and Teachers' Association is very active and raises considerable sums for the school which provide good new resources. Members of the committee appreciate the very strong support they receive from the headteacher. Parents also give voluntary support to out-of-school visits and after school clubs and sports fixtures, but the number of parents helping as volunteers in the classroom is small.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. At the time of the inspection, the newly appointed headteacher had been in post since April 2001, although also acting as headteacher since July 1999 following the illness of the previous headteacher. The acting deputy headteacher was appointed in March 2000. As a result, since July 1999, the school has been through an unsettled period and is now entering a time of stability and improvement.
62. The quality of leadership and management is satisfactory overall, and standards have been maintained since the last inspection. The newly appointed headteacher is well supported by the acting deputy headteacher, and together they have identified areas for development and are beginning to develop a range of appropriate strategies to continue to move the school forward. They have good support from staff, governors and parents.
63. The newly appointed headteacher is providing a clear sense of direction and purpose. This vision is linked to the needs of pupils, with an appropriate emphasis upon raising standards and the quality of teaching and learning. The process of identification of the areas for improving the curriculum and the quality of teaching and learning has begun.
64. A team approach is developing well. Although most teaching staff have responsibilities for co-ordinating areas of the curriculum, the roles of curriculum co-ordinators are underdeveloped. There have been too few opportunities for co-ordinators to work alongside colleagues, monitor the quality of teaching and learning, or the quality of pupils' written work and evaluating the work of the school in their subject. The school recognises this need and has already provided planned opportunities for co-ordinators to directly monitor the quality of teaching and learning in their subjects. However, at present this process lacks rigour and is unsatisfactory overall. Not all co-ordinators have a clear understanding of their co-ordinating and monitoring role and the part that they play in raising standards, and some see their responsibility as little more than checking and maintaining resources.

65. The governing body is making a satisfactory contribution to the life of the school and has supported the school well during an unsettled period. Governors are becoming aware of the school's strengths and weaknesses. However, governors have yet to develop their confidence and expertise in monitoring the curriculum. A range of its responsibilities is delegated to committees that satisfactorily support the work of the school. The governors fulfil most of their statutory responsibilities appropriately and are satisfactorily involved in the overall monitoring of the work of the school. However, statutory requirements for information and communication technology are not met.
66. The school has clear aims that are supported by pupils, parents, staff and governors. These include creating an environment that effectively promotes learning and positive attitudes, together with the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are appropriately incorporated into all aspects of the school. The school development plan is a satisfactory document that clearly identifies the areas for development. The planning process is appropriate, the document is clearly laid out and identifies resource implications, key personnel and time scales, together with costings.
67. Financial planning for the current year is good, and special grants, such as allocations for special educational needs and for pupils for whom English is an additional language, are used appropriately. The governors are prudent in their budgeting, and strategic planning is satisfactory overall. The school budget is well managed, and financial control and administration are good overall. The full governing body agrees the budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget.
68. Sufficient financial information is made available to all governors. The governors make satisfactory use of resources and link spending decisions to educational priorities. There are appropriate procedures to review and evaluate the effects of financial decisions and governors have a good understanding of best value principles and apply them appropriately; for example in obtaining a wide range of tenders for replacing the reception class building.
69. The school is appropriately staffed and there is a satisfactory balance of experience and expertise. The school recognises that it needs to ensure that all subjects are effectively led and the newly appointed headteacher has appropriate plans to address this issue. Learning support staff make a good contribution to lessons and to the maintenance of good order throughout the school.
70. The school's approach to staff development has an appropriate emphasis upon literacy and numeracy. The school is making a considerable investment in information and communication technology and recognises the need to improve staff skills in teaching this subject. Performance management strategies are now in place and staff and governors have received appropriate training.
71. The school's accommodation is satisfactory overall. However, the mobile classroom is unsatisfactory and is particularly unsuited to the teaching of the youngest children. The class teacher makes a very good effort to provide a stimulating environment for learning, but this does not compensate for the poor quality of the accommodation. There has been no improvement in this provision since the last inspection, although the governors have made strenuous efforts to provide a permanent, replacement building.

72. There has been a significant improvement in the provision for an outdoor learning area for the reception classes. The area now provides an excellent environment for learning and is very well used. Other outdoor provision is good and pupils have the benefit of a playing field and hard play areas. The recent provision of a suite for information and communication technology is a very good addition to specialist areas in the school, but there is inadequate ventilation in the room to fully meet the health and safety needs of pupils.
73. Provision for pupils with special educational needs is well organised by the special educational needs co-ordinator, who takes groups, advises teachers, keeps detailed and informative records charting pupils' progress. The co-ordinator effectively organises the work of learning support assistants, and has arranged relevant in-service training. The governor with responsibility for special educational needs visits the school regularly, gives support in classes and attends reviews. The small group room provides satisfactory accommodation for pupils with special educational needs.
74. The deployment of the Ethnic Minority Achievement Grant (EMAG) is appropriately targeted to provide for specialist staff. However, as yet, the school has not made any provision for staff development in this area and insufficient emphasis is given to how mainstream teachers might plan more systematically for the needs of pupils when specialist support is not available.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to improve the standard of education further for pupils, the headteacher, staff and governors should focus upon the following key issues:
- (1) Ensure that the curriculum for information and communication technology meets statutory requirements and raise standards in the subject by:
 - providing pupils with more direct teaching of information and communication technology skills; (paragraphs 15, 34, 37, 136)
 - organising training to further raise the awareness of staff of the opportunities to use information and communication technology in other areas across the curriculum;* (paragraphs 15, 34, 37, 97, 105, 136, 139)
 - further increasing the confidence and skills of teachers so that they make better use of the existing facilities;* (paragraphs 15, 34, 37, 136)
 - developing an effective system of assessing pupils' competence in information and communication technology, identifying and recording what pupils know and what needs to be taught next. (paragraph 140)
 - (2) Maintain the good progress achieved by seven-year-old pupils as they move through Key Stage 2, especially in English and science by:
 - raising teachers' expectations of what pupils can achieve, particularly in Years 3 and 4; (paragraphs 1, 19, 25, 29, 32, 35, 57, 89, 95, 103, 110, 143, 145, 146)

- improving the quality of teaching and learning, particularly in Years 3 and 4; (paragraphs 1, 19, 25, 29, 32, 35, 57, 89, 95, 103, 110, 143, 145, 146)
 - ensuring the quality of teaching and learning is effectively monitored across the school in all subjects; (paragraphs 125, 133, 146)
 - monitoring pupils' academic progress, and using this information to guide teachers' curricular planning. (paragraphs 54, 55, 92, 94, 106, 133)
- (3) Develop the role of subject co-ordinators across the school, and especially the effective monitoring of teaching and learning by:
- reviewing existing subject policies and schemes of work to ensure that they provide appropriate support for teachers; (paragraphs 37, 64, 69, 140, 146)
 - developing an effective programme for monitoring and evaluating the quality of teaching, learning and standards in all subjects across the school. (paragraphs 64, 69, 97, 125, 133, 140, 146)
- (4) Working with the Local Education Authority and Diocese in order to improve the quality of accommodation for children in one of the reception classrooms.* (paragraphs 71, 84)

* This has already been identified as an area for improvement by the school.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Provide more opportunities for all pupils to develop confidently as independent learners, including carrying out their own research. (paragraphs 10, 22, 92)
- Raise teachers' subject knowledge in music, and provide more opportunities for pupils to compose. (paragraphs 34, 143, 145, 146)
- Provide more opportunities for pupils to learn about and celebrate multi-cultural aspects of British society. (paragraph 47)
- Ensure governors develop their confidence and expertise in monitoring the curriculum, and have a clear assessment of risks as part of the provision for health and safety. (paragraphs 51, 66)
- Further develop procedures to monitor patterns of absence and their impact on pupils' learning. (paragraph 53)
- Consider providing more extra-curricular activities for younger pupils. (paragraph 57)
- Ensure that parents of seven- to eleven-year-old pupils have sufficient information about standards of attainment and targets for future learning. (paragraph 59)
- Consider how teachers can plan more systematically for the needs of pupils for whom English is an additional language. (paragraph 74)
- Provide more planned opportunities for pupils to develop their speaking and listening skills across the school. (paragraph 90)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	31	15	1	0	0
Percentage	5	17	52	25	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	315
Number of full-time pupils known to be eligible for free school meals	16
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	84
English as an additional language	No of pupils
Number of pupils with English as an additional language	10
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	4.2%
National comparative data	5.2%

Unauthorised absence

	%
School data	0.4%
National comparative data	0.5%

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	22	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	20
	Girls	20	21	22
	Total	35	37	42
Percentage of pupils at NC level 2 or above	School	81 (89)	86 (100)	98 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	19	19
	Girls	22	21	22
	Total	37	40	41
Percentage of pupils at NC level 2 or above	School	86 (100)	93 (100)	95 (96)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	21	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	25
	Girls	14	13	16
	Total	39	38	41
Percentage of pupils at NC level 4 or above	School	81 (85)	79 (85)	85 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	25
	Girls	16	14	16
	Total	39	37	41
Percentage of pupils at NC level 4 or above	School	81 (77)	77 (87)	85 (91)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	270
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.7
Number of pupils per qualified teacher	23:1
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	119

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	576382
Total expenditure	559972
Expenditure per pupil	1761
Balance brought forward from previous year	24208
Balance carried forward to next year	40618

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	315
Number of questionnaires returned	132

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	5	2	0
My child is making good progress in school.	47	42	10	0	1
Behaviour in the school is good.	36	55	7	1	2
My child gets the right amount of work to do at home.	25	45	20	8	2
The teaching is good.	45	42	9	2	2
I am kept well informed about how my child is getting on.	27	41	26	5	2
I would feel comfortable about approaching the school with questions or a problem.	48	30	16	5	2
The school expects my child to work hard and achieve his or her best.	43	41	7	7	2
The school works closely with parents.	24	42	19	11	4
The school is well led and managed.	39	45	9	2	4
The school is helping my child become mature and responsible.	37	55	4	2	2
The school provides an interesting range of activities outside lessons.	17	38	27	13	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76. There are two reception classes in the school, with the youngest children attending one of the classes part-time for mornings only until the beginning of the spring term. Judgements relating to standards at this time of the year are also based upon observations of pupils at the beginning of Year 1. Children's attainment measured by assessment on entry covers a wide range and is average overall. However, a good number of children starting school have well-developed language and social skills. Children make good progress in the reception classes, and broaden and consolidate their knowledge in all areas of learning. By the time children enter the infant classes, their attainment is above expectations in all areas of learning. Overall provision for children in the early years is very good, and is a strength of the school.

Personal, social and emotional development

77. Children achieve above what is expected for children of this age, and they make good progress through well planned opportunities to establish constructive relationships with other children and adults. Children happily settle in their new surroundings, show curiosity and explore the materials and equipment that are provided for them. They delight in exploring the outside play area during their "Bear Hunt" and are fascinated with the opportunities provided for print making. Children show interest in exploring their new surroundings, and are successfully developing their independence. Planning for sessions provides good opportunities for children to work alone, in small groups or as a whole class. In one excellent session, children showed sensitivity and care when expressing their feelings after examining artefacts such as cotton wool. "It feels like the sky" and "It feels tickly and prickly", were examples of well-chosen and appropriate language used by children. All children are made to feel special and secure. As a result, they are responsive, interested in what they are doing, concentrate well and persevere in their learning. Children listen thoughtfully, and are happy to contribute their own ideas during discussion; for example, when discussing letter sounds or when sharing a book together. The quality of teaching is very good in this area of learning.

Communication, language and literacy

78. Children broaden and consolidate their use of language and achieve above what is expected for their age. Most children in the reception classes use speech and language confidently. Children construct complex statements and staff provide good opportunities for children to communicate with each other and adults, and they have high expectations. Imaginative story telling successfully encourages listening and speaking skills. In one very good lesson, the story of Humpty Dumpty was shared with children. They listened to the story carefully, and the teacher extended children's understanding of new words. Skilful story telling and use of glove puppets encouraged children to listen and contribute to the story. Children listen very well to adults and are becoming confident in their use of a growing vocabulary and range of expression. Good opportunities are provided for children to communicate their thoughts, ideas and feelings. Progress in communication, language and literacy is good, and is well matched to children's learning. There are good opportunities for children to experiment with writing; for example, in writing get well letters from Jack to Jill. Both classrooms are thoughtfully planned to promote the importance of language through signs, notices, books, tape recorders, listening centres and computers. There

are good opportunities for role-play and available resources for children to use; for example, in the " Hat Shop" and "Nursery Rhyme Cottage". The quality of teaching is very good in this area of learning.

Mathematical development

79. Children achieve above expectations in this area of learning. Mathematical development is effectively promoted through the use of number games and songs. Children show an interest in numbers and counting and join in enthusiastically in singing rhymes and songs. Staff create good opportunities to introduce children to mathematical language; for example, during story time. Children make good progress in colour, shape and number recognition. Numeracy skills are developing well. Many children identify and create patterns and compare, sort and count objects and count up to ten. The outside area is also used well to promote mathematical activities such as counting and building numbers. The quality of teaching is good.

Knowledge and understanding of the world

80. Children achieve above expectations in this area of learning. They show appropriate curiosity in their new surroundings, and explore, investigate and ask questions. Staff provide a good range of attractive resources for children to use. There are good opportunities for children to explore the school grounds. Children are encouraged to take part in planting and watching living things grow; for example plants in the sensory garden. Children talk about where they live, their families and their immediate environment, and they recall their experiences through a range and variety of role-play. Children effectively develop the skills of cutting, joining and building using a good range of materials. They have good access to a range of construction materials. There are appropriate opportunities for children to use information and communication technology to support literacy and numeracy. The quality of teaching is good, lessons are planned well, make good use of resources to stimulate children's enthusiasm, and teachers effectively use good questioning skills to develop children's knowledge and understanding.

Physical development

81. Children achieve above what is expected their age. They begin to respond to rhythm when clapping. They show good skills when using large wheeled toys outside and stop when necessary. Children have good opportunities to move freely, outdoors as well as in the school hall. There are good opportunities for children to develop their manipulative skills; for example, in cutting card and paper and when using glue sticks and paintbrushes. There are good opportunities for children to use large wheeled toys, climb and balance. In one good lesson observed, children participated well in a dance routine to "Hey, Diddle Diddle." Children showed confidence, a good awareness of space and the needs of others in their movement. The quality of teaching in this area of learning is good.

Creative development

82. Children achieve above expectations in this area of learning. They differentiate and talk about colours and respond to the texture of materials that they use; for example, when painting. Children enjoy learning and joining in with songs and rhymes through well prepared opportunities provided by staff. Children enjoy role-play in the "Hat Shop" and "Nursery Rhyme Cottage". Children show an appropriate appreciation of the effects of different textures, colours, shapes and patterns. There are well-planned opportunities to promote creative development and good opportunities for children to

express their ideas. The classrooms and outdoor area provide a stimulating environment for children to work and play and they are very well supported by the sensitive intervention of the class teachers and learning support assistants. The teaching in this area of learning is very good.

83. Overall, the quality of teaching for children in the reception classes is very good. Staff have a very good knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. The class teachers and learning support assistants work well together as a team and children benefit from this consistent approach to their learning. There is a very good emphasis upon activities that will promote speaking and listening; for example, through the early introduction of elements of literacy and numeracy lessons. Nursery rhymes, songs and games are regular features within classroom activities. Planning is good overall, and includes appropriate references to the Early Learning Goals for children of this age. Expectations of children's behaviour are high, and relationships are secure.
84. One of the classrooms used by reception children is a temporary building, which is in poor condition externally. Despite this, staff have worked very hard to ensure that the inside environment has little detrimental effect upon children's learning. However, it is clear that extremes of weather such as heat, rain and cold have a negative impact upon children's learning. The school is well aware of these issues and is working hard to provide a new building for this class.
85. There is a very good range of resources available, including provision for children's physical development; for example, large wheeled toys and apparatus for climbing and balancing. The class teachers and support staff have worked hard to provide an attractive and stimulating environment for children. Children's work is attractively displayed and valued. There is equality of learning opportunities for boys and girls. Pupils with special educational needs and those for whom English is an additional language are supported well.
86. Since the previous inspection, the school has worked very hard to improve the quality of outdoor provision for reception children. There has been considerable improvement in the quality of this provision, and the outdoor play area is now very effectively used throughout the day.

ENGLISH

87. Results in the 2000 National Curriculum tests showed that standards attained by seven-year-olds in reading were above average, indicating a decline compared to results over the previous three years, when they were well above. In writing, results were average, and this also represents a decline compared with results over the same period. When compared with similar schools, results were average. Although national comparative data is not yet available for National Curriculum assessments for 2001, pupils' results for this year indicate that standards are being maintained.
88. For eleven-year-olds, standards achieved in the 2000 tests were in line with the national average and those of similar schools. However, this also represents a decline when compared to the previous year but similar to the results of the previous two years. Results from national tests in 2001 indicate an improvement upon these results.

89. Inspection findings match these results, indicating that seven-year-olds achieve well against their prior attainment, whereas achievement for eleven-year-olds is satisfactory. Standards exceeded the national average for eleven-year-olds in the last inspection, but now pupils' results are average representing differences in the current year group of pupils.
90. Standards in speaking and listening are in line with what is expected for seven- and eleven-year-olds with a good proportion of pupils in the current Year 2 exceeding the national average. In Year 2, higher attaining pupils listen and speak confidently in a wide range of contexts, take an active part in discussions when given the opportunity and share their work with their peers; for example, at the end of literacy sessions and in other areas of the curriculum. However, opportunities for speaking are not regularly planned by teachers, and when this does take place it is often incidental and not specifically designed to enable pupils to talk at length or argue a particular point of view. There is more emphasis upon discussion and expectations of pupils expressing their own opinion in Year 6. Pupils respond well and engage in a careful exchange of ideas and opinions; for example, when discussing modern Egypt in a geography lesson or when they share and listen to each other's poems exploring the use of metaphors. However, not enough emphasis is given to the specific skills of speaking in a group and providing pupils with clear criteria as to how they might evaluate these skills and improve them.
91. Standards in reading are above the national average by the age of seven and in line with what is expected for eleven-year-olds. Pupils in Year 2 read a range of texts with fluency and accuracy, with higher attaining pupils showing good expression. They tackle words using phonics and read for meaning on the basis of contextual clues.
92. The consistent focus in teaching letter and sound patterns, as well as reading strategies, has a positive impact on reading standards, particularly in the infant classes. Higher attaining pupils recognise the meaning of unfamiliar vocabulary and express preferences. They are familiar with the organisation of non-fiction books and use the contents and index pages to find information. However, this is not the case for a significant number of pupils including a significant number of seven- to eleven-year-olds who are unable to do this. In Year 6, pupils are highly motivated, confident and read in a range of genres. Pupils' progress in reading, including that of pupils with special educational needs, is satisfactory. All pupils keep a record of their reading in a home/school diary. However, records kept by teachers of seven- to eleven-year-olds are in a variety of forms and although some include diagnostic comments, they are not linked to objectives to allow targets to be set. Library facilities and reading corners in classes are not always effectively organised to enable pupils to browse, read for pleasure or develop their research skills.
93. Standards in writing by the age of seven are above average and in line with what is expected by the age of eleven. By the age of seven, higher attaining pupils develop their ideas in sequence and use capital letters. They use vocabulary appropriately and produce extended pieces of writing in a range of genres; for example, writing prayers in religious education lessons. Standards in handwriting and spelling are above average, because these two skills are regularly and effectively taught.
94. By the time pupils are eleven, the majority write extensively and produce a variety of writing. Evidence from analysis of work shows good examples of different kinds, including narrative and non-narrative pieces such as interviews of famous personalities and book reviews. Higher attaining pupils produce writing that is

imaginative, extensive and varied, showing a good grasp of paragraphing and structure. Pupils achieve appropriately against their prior attainment. Standards in handwriting and spelling are average and most pupils have good study skills and work is always well presented. The marking of written work is inconsistent across the school, and does not always provide sufficient guidance for pupils to improve their work.

95. The quality of teaching ranges from satisfactory to excellent, and is good overall, with some outstanding practice in Year 6. In the best teaching, teachers have a good knowledge and understanding of English. Lessons are clearly focused on specific strands, which give pupils ample time for discussion of shared texts. Effective use of questions enables them to consolidate knowledge and respond critically. This was well illustrated in Year 6, where work on the use of metaphors built on pupils' study of recent poems and where the teacher used pupils' knowledge by adopting an effective brainstorming technique, eliciting ideas, using helpful prompts in her questioning and ensured that all pupils were able to contribute ideas. This oral part of the lesson was exploited well by pupils, using the models discussed to create their own poem and where the teacher closely supported less able pupils. Effective use is made of well-established routines of getting pupils to use electronic dictionaries to help with spelling. Where sometimes teaching has less impact, this is because learning objectives are not specific enough to help pupils understand the standards expected or the lack of access to texts during group work, forcing pupils to move around unnecessarily.
96. There are no marked differences in the performance of boys and girls. Pupils with special educational needs and those with English as an additional language are well supported and they make good progress.
97. The school uses the literacy framework appropriately. Literacy skills are used well in some areas of the curriculum, such as in history and geography, but insufficient opportunities are used to ensure that specific literacy objectives are identified in other subjects in a more systematic way. Monitoring of teaching by the co-ordinator is appropriately focused on specific aspects of the subject and has helped in identifying areas for improvement. An effective system for assessment including baseline assessment and optional tests are used. However, the information collected is not used strategically either to identify whole school areas for development or to set targets for pupils to improve against their prior attainment. The use of information and communication technology is underdeveloped and there are few resources in the library and classrooms drawing on cultural diversity.

MATHEMATICS

98. Inspection evidence from classroom observations, work in pupils' books and from talking to staff and pupils indicates that the standards attained by pupils in Years 2 and 6 are above what is expected for their age. This represents an improvement since the last inspection when standards at age seven were average. This evidence covers all areas of numeracy and mathematics, which includes number, algebra, space and measures and data handling.
99. The 2000 national test results for Year 2 show that overall, pupils at age seven are attaining above the national average, with 63 per cent of pupils attaining level 2 and 35 per cent attaining the higher level 3. The results for Year 6 were above national averages with once again higher than nationally expected percentages; 52 per cent achieving level 4 against 47 per cent nationally and 27 per cent attaining the higher

level 5 grade, against 24 per cent nationally. The provisional results for 2001 at age seven show that 92 per cent reached level 2 or above and at age eleven 68 per cent achieving level 4 or above. This apparent dip in 2001 Year 6 results is due to variations in the ability of this group of pupils. However, the trend over the past five years has been one of consistent improvement at age seven and then a dip in standards at age eleven.

100. There are no marked differences in the performance of boys and girls. Pupils with special educational needs and those with English as an additional language are supported very well and make good progress.
101. By the age of seven, pupils have a sound knowledge of place value to 100, with a few solving problems up to 1000. They know some of the properties of two- and three-dimensional shapes and measure length, time and weight. Pupils collect data and record it on graphs. Many add and subtract simple sums involving money. They are currently learning number patterns when adding and subtracting two digit numbers. Doubling, adding 10, 5, 3 and 2, looking for odd and even numbers in the calculation and investigating the patterns in the results.
102. By the age of eleven, pupils work out mental calculations quickly, they understand fractions and their links with decimals and percentages, they are developing their measuring skills and they use and interpret a range of diagrams and charts. They are aware of place value to one million, square numbers, metric and imperial equivalents and use the correct standard notation in working out problems using the four rules of number. In Year 6 they have good experience and knowledge of how to apply their mathematical knowledge to real life problems. Currently, Year 6 are looking at ways of multiplying and dividing by tens and hundreds, comparing fractions, looking for common denominators and multiplying fractions.
103. The quality of teaching and learning throughout the school is good, particularly in Years 1 and 2 where it is very good, this represents an improvement since the last inspection where it was found to be satisfactory for five- to seven-year-olds. Throughout the upper part of the school and particularly in Years 5 and 6 the teaching of mathematics is good. This again represents an improvement on the previous inspection when it was found to be at least satisfactory. One unsatisfactory lesson was observed where the matching of the work to the level of pupils' attainment was unsatisfactory and the instructions to pupils were unclear, consequently pupils made limited progress.
104. Sixty-four per cent of lessons were good or very good and one lesson was excellent. Where teaching is good or better, the mental sessions are lively, have good pace and all pupils participate fully. In the best lessons, the teachers have a clear idea of their objectives and set realistic achievable and challenging targets. The teachers use and encourage the pupils to use the correct mathematical language and teachers have good subject knowledge.
105. The National Numeracy Strategy has been satisfactorily implemented. All staff have received effective training and the positive impact of the strategy is starting to become evident. Numeracy lessons are structured well and give the opportunity for mental mathematics, concept development and the opportunity to reflect on what has been taught. Some homework is set and this supports pupils' learning satisfactorily, although its use is inconsistent across the school. Information and communication technology is not used well to support pupils' learning.

106. There is a satisfactory range of good modern resources that are used well and this has a good impact on teaching and learning. Planning is good overall and teachers have adopted a system of targeting pupils' progress. However, this information is insufficiently focused upon individual pupils' needs and planning for future learning. Teachers have a good knowledge of the levels of the National Curriculum and assess the pupils regularly, this is an improvement on the last inspection where this was found to be weak. However, assessment is insufficiently used to influence daily planning.
107. Pupils enjoy their mathematics; work well together in groups and their behaviour is good overall. Their positive attitude to the subject was evident throughout the school, and particularly in Years 1, 2, 5 and 6.
108. The subject is well led by an efficient and knowledgeable co-ordinator. There has been some monitoring of the quality of teaching by the subject co-ordinator and this has had a positive impact upon standards. Pupils experience the full coverage of the mathematics curriculum with good emphasis now being placed upon their understanding and ability to explain and apply their calculations. There has been good improvement overall since the last inspection. Standards are rising particularly amongst the youngest and oldest pupils.

SCIENCE

109. Pupils' results in the National Curriculum tests for eleven-year-olds in 2000 were in line with the national average and with the average for pupils in similar schools. The percentage of pupils reaching the national standard, level 4 or above, was close to the national average and the percentage reaching the higher level 5, was above the national average. In the four years from 1997 to 2000, attainment has risen, after a weak year in 1998. Since then performance has improved, with pupils doing rather better than the national trend. The attainment of boys, over this time, has been better than that of the girls. Teachers' own assessments for eleven-year-olds in 2000 echoed the standard test results. Teachers' assessments of seven-year-olds in 2000, showed standards above the national average. The most recent national tests in 2001 for eleven-year-olds show results similar to those of the previous year. National comparisons are not yet available.
110. The evidence of pupils' school work shows that Year 2 pupils are attaining standards above that expected for their age. The oldest pupils in the school are reaching expected standards. No significant differences were observed in the attainment of girls and boys. Five- to seven-year-old pupils are making good progress, and seven- to eleven-year-old pupils are making satisfactory progress. This is due to the consistent quality of the teaching, which is always satisfactory and sometimes good, and also to the interest shown by pupils in the subject. This broadly echoes the judgements of the previous report. Pupils with special educational needs and those for whom English is an additional language make good progress across the school, because they are very well supported and have every opportunity to take a full part in class work.

111. Pupils are acquiring a satisfactory knowledge and understanding of the content of the National Curriculum and how to conduct investigations. Five- to seven-year-old pupils have learned that within the body is a skeleton, and have drawn it. They have thought about how people change as they grow older, the importance of exercise and the kind of food that will keep them healthy. They also know that when people are ill they sometimes have to take medicine, but that it can be dangerous when taken improperly. In thinking about different materials, pupils have considered the best materials to use when making a nest box for a duck. In another area of science, they have listened carefully and know that sounds can be loud or soft. In a good link with music and design and technology, they have tested different musical instruments and have discovered the several ways in which sounds can be made. Drawing on their own experience, pupils have realised that electricity is used in many ways in the home. They know that a battery operates a torch and have learned how to complete a circuit so that a bulb lights up. They have carefully recorded several experiments including one, which showed that plants need light to grow. In deciding this, they put one plant in a cupboard and another in the light, observing the differences after a few days. In their investigations they are learning that a test has to be fair.
112. Seven- to eleven-year-old pupils continue to develop their knowledge and understanding. They have measured and compared different parts of the body. They know that the human body has muscles and that these are used in different ways when we move. They have made a study of the life cycle of a plant and know that plants also need food. They have studied materials and experimented to see which would keep water warm, and which materials make the best filters, producing the cleanest water. In a good link with geography, they have studied temperatures and experimented to see if an ice-cube can be kept frozen. They have identified solids and liquids and know that water can be both. In further work on sound, pupils have extended their knowledge by discovering that volume can change according to direction, and that some instruments, like a stethoscope, can magnify sounds. In their investigative work, pupils understand how to write up a test in an appropriate format and the vital importance of fair testing. They show that they can draw conclusions from their investigations. Pupils are encouraged to predict what they think will happen but do not always record the scientific reasons for their predictions.
113. The quality of teaching is satisfactory across the school, and some teaching is good for five to seven-year-olds. No unsatisfactory teaching was seen in this subject during the inspection. This is broadly in line with judgements in the last inspection. Teachers' subject knowledge is good and they teach the basic skills of scientific investigation well. They remind pupils to use the correct scientific terms and carefully teach them how to record clearly the investigations they have made. The teaching methods they use are nearly always effective and appropriate use is made of videos as well as 'hands on' experience. The management and organisation of the lessons is particularly good for five- to seven-year-olds, and satisfactory for seven- to eleven-year-olds. Little time is wasted and pupils' interest is maintained. Teachers' expectations that their pupils will understand and learn are appropriate and are developing the use of on-going assessment. As a result, the work planned and the activities chosen are interesting to the pupils and help them to achieve the aim of the lesson. Teachers and support staff work effectively as a team in the classroom, and this is particularly helpful to pupils who have special educational needs and to those who are learning a little more slowly than their friends. When homework is given it is chosen to add to pupils' understanding of the work they are doing in lessons. Pupils like the subject. They behave well, are interested and ready to learn.

114. The co-ordinator is knowledgeable and organised. She sees records and knows what is being taught in the school. She has begun to monitor some of the teaching and samples work from across the school. The scheme of work ensures that the full National Curriculum is taught in a way that is interesting to the pupils. There are sufficient resources to teach the subject and the school is able to make good use of its outside green area. The school has a satisfactory record-keeping system. The tracking of pupils' progress from the youngest classes through the school is about to get under way.

ART AND DESIGN

115. It was only possible to see two art lessons during the inspection. Judgements are made based on these lessons, a scrutiny of work undertaken previously by pupils and their work on display in classrooms and around the school.
116. Standards of attainment are above expectations for seven- and eleven-year-olds. They make good progress in the development of skills in using different media and in the knowledge of art and artists from different parts of the world. This is an improvement since the last inspection.
117. Five- to seven-year-old pupils show that they can carefully observe and record what they see through drawings, sometimes of houses or a wider view of the outside area. They handle pencils carefully, drawing with an increasing sureness of line. This is developed further by their use of pastels when drawing animals; colouring and shading carefully. Bright colours and bold strokes are used when pupils paint large three-dimensional fish but they have a more delicate approach and smaller brushes when painting daisies. A large collage of an island, in the style of Rousseau, makes an effective display in the entrance hall and pupils have printed in an aboriginal style artwork on to T-shirts.
118. For pupils aged seven to eleven, skills and experience are increased as they have a good range of stimuli for their artwork. Sketchbooks are used well. Year 6 pupils, studying Ancient Egypt, were seen to try out designs for tile prints on fabric by drawing them in their sketchbooks first. Others practised drawing a head of a pharaoh before modelling it in clay, as part of the same lesson. Another group worked collaboratively on the wire base for a large funeral mask and a fourth copied, to scale, a picture of the "Weighing of the Heart". All were completely absorbed and working to a good standard. Art work beginning in another class had been stimulated by watching a video showing how artists have depicted dreams. Examples of three-dimensional work around the school show how pupils have used wire to produce sculptures linked to their movements in physical education. They have experimented with tie dying and have produced attractive polystyrene-tile prints on fabric. The skills of close observation pencil work are to be seen in drawings of shop fronts and other buildings in the local area and in a study of a dog's head, where there has been careful attention to texture and tone. This study has been repeated in watercolour. Paintings in the style of Monet are seen in the hall along with the very vivid style of the Fire Bird ballet sets of Natalia Gontscharova. The good pastel work seen by pupils aged five to seven is extended in studies of African animals, particularly an elephant and a tiger; striking in their colours and confident line.

119. Judging by the work seen the quality of teaching in the school is good. The teaching in lessons observed was at least good and the teaching in Year 6 was very good. Skills are taught carefully within a broad and interesting curriculum. Teachers have a good knowledge of the subject and their expectations of pupils are high. Pupils have evidently responded well. They are very interested in the subject. Visits to the National Gallery, a local art exhibition and a visit from a local artist have increased their knowledge. They have also attended the ballet at Covent Garden. Younger pupils have visited the local secondary school's art department to see what their pupils can do. Pupils with special educational needs and those with English as an additional language are well supported and they make good progress.
120. The co-ordinator is knowledgeable and gives a good lead to the subject. She does not have time to observe her colleagues teaching but sees the results of their work in the school. Last year the school held an Aesthetics week to promote further these areas of its work. As part of staff development, all of the staff have visited the National Gallery.

DESIGN AND TECHNOLOGY

121. During the inspection it was possible to see only two lessons, one in each key stage. Judgements are made on these, a study of pupils' work completed previously and a discussion with a group of Year 6 pupils.
122. Pupils' attainments in design and technology are in line with expectations for seven- and eleven-year-olds. They make satisfactory progress in their knowledge, skills and understanding as they move through the school.
123. Pupils have had experience of making objects that move. A good example of this was seen in a lesson in an infant class, where pupils selected materials to make the body of a car or truck and used card wheels and wooden rods as axles. They used scissors and glue with care and showed dexterity in the way in which they manipulated the various pieces they had chosen to make into a vehicle. As part of the process, they had first drawn what they hoped to make. Pupils in older age groups have made moving monsters and Year 6 pupils described how they made battery-controlled vehicles, which they tested and demonstrated, to an infant class. Pupils have also had experience of making fabric slippers, which required careful measuring as part of the design, and past work shows that they have made cards and a photograph frame. Pupils have evaluated different kinds of bread and decided which would be best for making sandwiches. Pupils have designed through drawing, labelling, listing the materials needed and the tools. They have sometimes described the method they would choose to make what they have designed. In a lesson seen with older pupils, they decided the characteristics necessary for the finished product, such as safety, comfort and warmth for slippers.
124. The work seen, photographs and the pupils' descriptions show that the teaching is satisfactory overall, with some good teaching in the lessons observed. The skills are taught, but older pupils, when designing, have not learned to move from labelling to annotating their designs with further information and reminders about aspects important in the manufacture. Having made their product, pupils test and evaluate it, but do not, systematically, assess the making process and decide how this might have been improved. Information and communication technology is insufficiently used in this subject. Pupils spoken to say they enjoy the subject. In the lessons seen, pupils of different ages worked with care and persevered to overcome problems.

They evidently enjoyed their lessons. Pupils with special educational needs and those with English as an additional language are supported well and they make good progress.

125. The co-ordinator organises and manages the subject satisfactorily and makes sure that the school has sufficient resources for the work. The quality of teaching is not monitored. Teachers keep their own records of work completed.

GEOGRAPHY AND HISTORY

126. Only two lessons of history and one lesson of geography were seen during the week of the inspection due to timetabling. Inspection evidence is therefore based on the analysis of pupils' work in books, displays, interviews with teachers and pupils and three lessons.
127. It was not possible to make an overall judgement on the standards achieved by the pupils in both subjects due to the small amount of available evidence. However, work seen in Years 5 and 6 was of a good standard. In both subjects both boys and girls, including those with special educational needs and those with English as an additional language make good gains in their learning.
128. In history, at the age of eleven, pupils develop their knowledge and understanding of the lives of people in the past; for example by looking at clothes worn in the past, from visits to places of local historical importance, looking at houses, transport, schools and household objects from long ago, using photographs and comparing with today's lifestyles. The teaching technique of putting pupils into the situation of a historical researcher and asking them to explain their reactions to historical evidence brings the past alive and makes the subject more interesting. At the age of eleven, pupils have a satisfactory knowledge of key dates, periods and events in British history. They are currently studying Ancient Egypt and developing their research skills. The skills of looking at photographs of objects from the past and finding out what they can tell us about the past and their reliability as sources of accurate information are taught well and understood. In Year 2, pupils have been learning effectively about time lines, different generations and their clothes, Victorians and the differences between life today and the nineteenth century.
129. On the limited evidence seen, no overall judgement has been made about the quality of teaching. However, no unsatisfactory lessons were seen, one was good and the other satisfactory. Good quality teaching motivates pupils who, in turn apply themselves very well, complete a good quantity of work and show much interest in history. This was well illustrated in both lessons where the teachers focused the pupils well on the task looking at sources of evidence and developing their sense of time and the position of well known events in an historical time-scale.
130. In geography, map-work is taught throughout the school and the good progression of the skills of using and reading maps is evident, this has been achieved through thorough planning and teaching. Year 6 pupils have a sound knowledge of the world, the continents and the different climate zones. They discuss environmental issues and comment on ways to improve their local area. They are familiar and confident in the use of atlases and globes. Currently they are studying modern Egypt, which links with their history topic. The social, cultural and moral issues associated with the change in Egyptian lifestyles after the building of the Aswan Dam are being investigated and the insights gained by the pupils through good teaching and

planning are very mature. Work seen in the other classrooms indicates that much good work on environmental issues has been completed.

131. No overall judgement about the overall quality of teaching has been made due to limited evidence. The one lesson observed was very good, the management of pupils and time was very good, the work was challenging and the pace of the session was brisk; consequently pupils made very good gains in their learning. They were attentive and the lesson objectives of reaching conclusions and opinions on the rights and wrongs of building the Aswan Dam were met.
132. Teachers' planning indicates that in both subjects good use is made of local resources, visitors and visits and these opportunities are used well to enrich the curriculum. There are also good, planned opportunities for cross-curricular links between not only history and geography, but also in both subjects with numeracy through co-ordinates in map-work, literacy through written presentations of ideas and information and communication technology with displays of finished work.
133. Planned opportunities for assessment are in the early stages of development and this represents an area for improvement. There is very little monitoring of the quality of teaching in these subjects.
134. A programme of work is followed which is a combination of a published scheme and school produced work, which includes the teaching of the skills of historical and geographical interpretation and the use of source materials. Pupils enjoy their history and geography, work well together and behave well.
135. Both subjects make good contributions to pupils' cultural development by extending their knowledge of the world and its people, present and past, as well as their awareness of social and moral issues. The level of resources is satisfactory and the subjects are led by keen, enthusiastic and knowledgeable co-ordinators.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Pupils' attainment is below what is expected of seven- and eleven-year-olds. This represents a decline compared to standards in the last inspection. This is partly because the requirements have changed, but also because of the lack of confidence among a number of teachers. Pupils have had very limited opportunities to study key strands of the curriculum and the school is therefore not meeting statutory requirements in the subject. These shortfalls were highlighted in the last inspection and have not been addressed. However, the school has just completed the installation of a new information and communication technology suite, which some teachers have started to use. Staff training started a week before the inspection. As a result of these factors, pupils' achievement is unsatisfactory for seven- and eleven-year-olds.
137. It was not possible to see any younger pupils using information and communication technology during the inspection. Those pupils in Year 5 who have been introduced to the Internet follow written and verbal instructions to access a web site linked to their study of Egypt in history and geography. They use appropriate functions and icons for searching and locating information. In Year 6, using the same program, pupils develop speed in accessing the information and carry out a series of challenges using an interactive program which enables them to solve problems and use mathematical skills: for example, to calculate the height and weight of pyramids in Egypt.

138. When given the opportunity, pupils are interested and motivated by the use of information and communication technology. They listen attentively during presentations and are keen to explore the potential of software. They collaborate well when working in pairs.
139. Very little direct teaching was seen during the inspection for five- to seven-year-olds and therefore no overall judgement has been made about the quality of teaching for this age group. The quality of teaching for seven- to eleven-year-olds is satisfactory. Teachers provide pupils with clear instructions to enable them to access programs. They pause appropriately to review the work and use questioning effectively to establish understanding, focusing on basic skills. At the end of lessons, they go over the key points of the lesson and provide pupils with targets for the next lesson. Information and communication technology is insufficiently used to enhance learning in other subjects across the curriculum. Pupils with special educational needs and those with English as an additional language are appropriately supported and they make satisfactory progress.
140. Resources are good, but software to enhance learning in other subjects is very limited. There is no scheme of work and no assessment procedures for the subject. Development planning for this year has been mainly focused on establishing the suite and little emphasis has been given to raising standards. The school has appointed a teacher to co-ordinate the subject, who will take up the post in January 2002.

MUSIC

141. Standards in music meet national expectations for both seven- and eleven-year-old pupils, with standards being maintained since the last inspection.
142. Pupils in Year 2 sing well and tunefully as they accompany words on a tape. They produce sounds, which fit the story on which the music is based, and as a means to keep a steady beat. In Year 4, pupils listen to different pieces of music and respond through movement. They identify different instruments and make associations between the piece and the animal it represents, identifying features, which fit with its character and attempt to move to the music. In Year 6, pupils identify rhythmic patterns in Indian music. They clap and recognise different patterns and use different parts of the body to make sounds fitting with the music they hear. They demonstrate skills in listening, counting different groups of beats and creating variations of their own as they listen to another piece.
143. The majority of pupils, including those with special educational needs, achieve appropriately against their prior attainment as they are increasingly exposed to a range of musical traditions. However, as in the last inspection, there are few opportunities for composing and this part of pupils' knowledge is limited. This is partly due to the lack of subject knowledge for some teachers.
144. Pupils' attitudes to music are positive, but because of the reliance on tapes and the lack of variety in lessons, some lose interest and do not show motivation or enthusiasm.
145. The quality of teaching is satisfactory overall. In the best teaching, lessons are linked to previous learning and build on them; for example, when pupils use syllables to count beats. In this instance, the teacher provided a game where pupils had to use animal names to distinguish between the group of beats according to the number of

syllables and signal this through clapping or clicking fingers. Pupils were suitably challenged as the game became more demanding. This was then extended through a listening activity requiring pupils to count the beats in groups of eight and invent their own body sounds to accompany the music. Good use was made of the teachers' own knowledge to promote learning. Where teaching is less effective, it is mainly due to the lack of subject knowledge and over-reliance on tapes with little intervention from the teacher.

146. The provision for music is enhanced through additional instrumental tuition and includes clubs for recorders, an orchestra and a choir. Since the last inspection, a scheme of work has been adopted and resources have improved with better provision for music from other cultures. However, assessment remains underdeveloped and no monitoring of teaching and learning takes place.

PHYSICAL EDUCATION

147. The standards of achievement in physical education are in line with what is expected for pupils nationally. At the last inspection the attainment was in line, and standards have been maintained.
148. Pupils experience the full National Curriculum programmes of study. In gymnastics, movement and games lessons, all pupils make good progress in the development of their skills. They are taught to improve their skills, and work collaboratively throughout the school. Swimming is part of the curriculum; they make good progress and enjoy the sessions. The school reports that the majority of pupils achieve the national target of swimming 25 metres by age eleven. Pupils in Year 6 are given a good opportunity to undertake a weeklong residential course of adventurous activities with a visit to a residential centre in Cornwall. The skills and tactics of all major outdoor games are taught during the course of a year.
149. In all lessons observed, pupils are encouraged to warm up, and are aware of the importance of exercise and safety, and this they do well. They are also taught to cool down correctly at the end of a period of exercise. Not all the teachers provide good role models by changing for lessons, yet all pupils change into suitable clothing.
150. In Year 2 outdoor games, pupils are learning effectively to improve their ball skills. By throwing, catching, rolling and passing they are practising and improving their control of a ball.
151. In Years 5 and 6, pupils are carefully practising their gymnastics and movement skills, using the mats and apparatus in the school hall. They are well aware of the needs for safety in these circumstances and are learning to improve their performance by evaluation and discussion. In Year 6 outdoor games, both boys and girls are learning the skills of playing rugby. They are starting by playing non-contact 'tag-rugby' and are making good progress in learning the tactics of a team game.
152. Overall, the quality of teaching observed is good. In the five lessons observed, four were good and one was very good. This represents an improvement since the last inspection when teaching was judged to be satisfactory overall. Teachers encourage pupils to take part with enthusiasm and challenge them to think about their performance and how to improve. All pupils enjoy physical education lessons, their response is good and no bad behaviour was seen. The lessons are planned well, and gradually develop the skills or sequences of the lesson. Teachers have a good

subject knowledge, give clear instructions which emphasise how improvements can be made and give encouraging and appropriate praise. The school encourages and is grateful for the level of parental help it receives in physical education.

153. The school has a good range of modern resources and equipment that is used well. The provision for extra-curricular sporting activities is satisfactory. There is a range of after school sports activities with matches and tournaments in which the school has been successful.