

# INSPECTION REPORT

## **ETHELBERT ROAD INFANT SCHOOL**

Faversham

LEA area: Kent

Unique reference number: 118337

Headteacher: Mrs G Mansfield

Reporting inspector: Mrs J Hooper  
15334

Dates of inspection: 17<sup>th</sup> – 20<sup>th</sup> March 2003

Inspection number: 247874

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
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Ethelbert Road Faversham Kent
Postcode:	ME15 8SQ
Telephone number:	01795 533124
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Lucy Wilson
Date of previous inspection:	December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15334	Julie Hooper	Registered inspector	Science Art and Design Music Physical education Religious education Foundation Stage	What sort of school is it? How high are standards? – The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? English as an additional language. What should the school do to improve further?
19322	Judi Bedawi	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
16492	Robert Lever	Team inspector	English Mathematics Design and technology Information and communication technology Geography History	How good are the curricular and other opportunities offered to pupils? Special educational needs. Educational Inclusion

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the market town of Faversham. It is a smaller than average primary school catering for boys and girls between the ages of four and seven. Most of the pupils who attend the school are from the immediate area. Currently, there are 91 pupils on roll which is considerably more than at the last inspection when there were 69 pupils attending the school. The number of pupils who join and leave the school other than at the normal times is slightly above the national average at 12 per cent. The pupils are in four classes, two small reception classes and two classes of mixed Year 1 and 2 pupils. The children enter school with a wide range of differing experiences but, in general, their attainment on entry is about that expected for children of their age. The school has identified 30 per cent of pupils as having special educational needs which is above national figures; four pupils have a Statement of Special Educational Need which, proportionally, is well above the national figure. Almost all pupils speak English as their first language. Three per cent of pupils come from minority ethnic backgrounds. Currently, nine per cent of the pupils are eligible for free school meals which is very low when compared with the national figures.

### **HOW GOOD THE SCHOOL IS**

Ethelbert Road Infant School is a good school with some very good features. It provides a safe and friendly environment that strongly supports learning and is totally inclusive so that all pupils are treated as individuals with their own rights. Teaching is good. By the time they leave the school, many pupils are achieving standards in music and religious education that are above those expected for seven year-olds nationally. In all other subjects standards are average. The school provides very well for the pupils' personal development. Very good relationships exist between pupils and with staff. Pupils enjoy being at school and they are very well behaved and eager to learn. The headteacher provides very effective leadership and has the full support of the staff, governors and parents in the aim of raising standards. She is committed to creating a team spirit within the school where all members of the school community feel valued. The school gives good value for money.

#### **What the school does well**

- Teaching is good. This has a significant impact on pupils' learning and contributes greatly to most pupils achieving their full potential.
- The very good provision for pupils' spiritual, moral, social and cultural development contributes greatly to the very good behaviour, the very positive attitudes pupils have to their work and the very good relationships with each other and the staff, enabling pupils to make at least good progress in their learning.
- The headteacher provides very effective leadership so that the entire school community is committed to raising standards.
- The school provides a caring and very positive learning environment in which all pupils' needs are catered for very well.
- Parents are extremely supportive of the school and make a very positive contribution to their children's education.

#### **What could be improved**

- The school improvement plan so it contains a strategic vision for the school's development beyond one year.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the last inspection in December 1997, the school has addressed the key issues well and successfully maintained the strengths identified in the last report. Standards in reading, writing and science have steadily improved and the school received a School Achievement Award for improvement in 2001. Standards in music and religious education are now above average. Effective schemes of work

have been developed for all subjects. The role of the subject co-ordinator is developing well, so that co-ordinators are playing an effective role in the management of the school. Very good and thorough procedures are now in place to assess pupils' learning in all subjects so that individual work can be planned for them. Statutory requirements with respect to the prospectus and governors' annual report to parents have been addressed. In addition, the quality of teaching has improved and is good and frequently very good throughout the school. The leadership and management of the school are now very effective. The school has become renowned for its inclusiveness and the provision it makes for pupils with special educational needs and especially those with complex needs is very good. Very good provision is made for the pupils' personal development. Attendance has improved and is above national figures. Since the last inspection the school has made significant improvements and is well placed to develop further.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
reading	E	A*	C	C	Well above average    A above average        B Average                C Below average        D Well below average   E
writing	D	C	D	D	
mathematics	E	B	C	C	

The table shows that in 2002 the standards in reading and mathematics were average in relation to national figures and when compared with schools with a similar intake. In writing, standards were below the national average and those schools with a similar intake. Teacher assessments in science show that overall standards were close to the national average.

Most of the children in the current reception classes are attaining the expected standards in all areas of learning, with a good proportion attaining beyond this. Most of the Year 2 pupils are achieving above average standards for seven-year-olds in writing. Standards in reading, mathematics and science are average overall, with a significant minority achieving beyond this in these subjects. In music and religious education standards are above average. In all other subjects pupils are achieving the expected standards. Pupils who have special educational needs attain standards that are appropriate for their age, abilities and individual circumstances. Pupils who show exceptional gifts and talents in any area of the curriculum are actively encouraged to develop these. All pupils achieve well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy, interested, involved and display great enthusiasm for their work at school. They are attentive in lessons and nearly all maintain good levels of concentration.
Behaviour, in and out of classrooms	Pupils behave very well and are polite and friendly. They work and play well together.
Personal development and relationships	Very good. The school enables pupils to develop high levels of self-esteem and self-confidence. Pupils readily accept responsibility. Very good relationships exist between pupils, and pupils and staff.
Attendance	Good. Pupils are keen to be in school.

Pupils contribute greatly to the purposeful and orderly atmosphere existing in the school. They display a genuine interest and pleasure in their learning.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	Good

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

All teachers are conscientious, enthusiastic and hard working. The quality of teaching observed was good overall and the evidence from pupils' work indicates that this quality of teaching is the norm. A significant amount of very good teaching was observed especially in the reception classes. Teachers of the reception children have a very good understanding of what interests young children and high, but realistic, expectations enable the children to make good progress in their learning.

Teachers have implemented the National Literacy and Numeracy Strategies well and the teaching of literacy and numeracy is effective. In these lessons the pupils learn successfully because areas for development have been carefully identified and focused upon. For example, pupils learn to write in a variety of styles and for a range of purposes. In lessons other than literacy they have opportunities to extend their writing skills further. Pupils learn effectively because lessons are planned with a clear focus on what they are going to learn. Teachers frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson and, at the end, asking them to demonstrate that they have achieved this. Class discipline is good and pupils listen attentively and respond thoughtfully to well-focused questions which enhance and extend their learning. Teachers' subject knowledge is usually good and teachers have high expectations of what their pupils can achieve. Teachers use assessment information very effectively to help plan future lessons. This means that tasks are, in general, well matched to pupils' needs and enable them to learn progressively. Marking is generally good. In the best cases it gives pupils a focus for improving their work. Homework is used well to support learning, especially reading.

The teaching of pupils with special educational needs is good and these pupils receive very good support for their learning. Support staff have a high level of expertise and make a very valuable contribution to the pupils' education. Generally, they are well briefed by teachers as to what the pupils are learning and how they should make their contribution. Voluntary helpers also provide very good help for teachers.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum provides well for all pupils. The extra-curricular opportunities, including visits and visitors, greatly enhance the pupils' learning.
Provision for pupils with special educational needs	Very good. These pupils have access to the full curriculum and the very good support they receive enables them to make good progress in their learning.
Provision for pupils with English as an additional language	The school has good procedures in place for pupils who speak English as an additional language, enabling them to make good progress in their spoken and written English skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This very good provision permeates life in the school and enriches the curriculum significantly.

How well the school cares for its pupils	The staff know the needs of their pupils well and provide a caring, supportive learning environment.
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The very good links between subjects enhances the curriculum. The inclusion of pupils with complex needs is excellent, benefiting not only those pupils but also the whole school. The school offers pupils a wide and varied range of activities outside school and, unusually for pupils of this age, after school clubs that enhance pupils' learning. The school is very effective in promoting the pupils' spiritual, moral, social and cultural and multicultural development, provided in a pleasing atmosphere where positive relationships between pupils, and pupils and adults facilitate learning. The school's assessment procedures are very good so teachers build on pupils' learning systematically. Parents are overwhelmingly supportive of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very effective and enthusiastic leadership. She and her highly supportive staff are committed to providing the best education for the pupils and raising standards.
How well the governors fulfil their responsibilities	The governors are very supportive, take an active role in the management of the school and, in general, fulfil their statutory requirements.
The school's evaluation of its performance	Very good. The headteacher, staff and governors are very strongly committed to raising standards.
The strategic use of resources	Good. The school uses the material resources, the accommodation and the strengths of the staff to great effect in order to support pupils' learning.

The headteacher, senior management team and the staff work together as an effective team and a very positive ethos pervades the school. However, although the headteacher has a clear vision for future developments and short-term improvement planning is comprehensive, the school improvement plan does not contain a strategic vision for development beyond one year. Governors are enthusiastic and have a high level of expertise that they use to very good effect in the management of the school. The school monitors and evaluates its performance closely and governors have a good understanding of the school's strengths and weaknesses. Governors constantly seek value for money when buying services. The teachers in their roles of subject co-ordinators, are making an effective input into the management of the school by monitoring and evaluating the curriculum and teaching and the impact they have on pupils' learning. The school building and attractive grounds provide an aesthetic environment facilitating a calm and pleasing atmosphere.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
The questionnaire returns, the parents' meeting with the registered inspector, letters and comments indicate that the vast majority of parents are completely happy with the education the school provides for their children.	There were no significant adverse comments.

The inspection team agrees with the parents' views.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Nearly all of the children when they enter the school, in the September before their fifth birthday, have had some pre-school experience. They enter reception with overall attainment assessed as broadly average. By the end of the reception year, almost all of the children are likely to achieve the Early Learning Goals<sup>1</sup> in all areas of learning although a significant minority are on line to exceed them.
2. Standards in reading, writing and mathematics in the national tests for Year 2 pupils since 1998 have varied considerably, although the overall trend shows a steady improvement. This variation is mainly due to the great difference in the number of pupils taking the tests, and the very different range of abilities within these groups. For example, in 2001 the number of pupils taking the test was 11, whereas in 2002, the number was 34. Also, in 2002, there was a higher than average number of pupils with special educational needs, so a very low number attained Level 2, but a much higher percentage than average attained the higher Level 3 in all subjects. In addition, to some extent, the school is a victim of its own success. Because of its total inclusiveness and its policy of equality of opportunity, all pupils take part in the national tests. As a result, those pupils with severe learning difficulties, although achieving well in relation to their prior attainment, do not score highly and depress the overall results. However, the present Year 2 pupils show fewer extremes and are more in line with the national profile.
3. In 2002 the standards in reading and mathematics were average in relation to national figures and when compared with schools with a similar intake. In writing, standards were below the national average and those schools with a similar intake. Teacher assessments in science show that overall standards were close to the national average. The school has set appropriate yet challenging targets for reading, writing and mathematics in the national assessment tests for 2003 and is likely to attain them.
4. The majority of pupils make at least satisfactory progress over time with a significant number making good progress. Most pupils achieve well. Those pupils who are capable of attaining nationally expected standards do so, and those pupils with the potential for higher attainment go on to attain above average levels. Although over time girls have achieved slightly better than boys in reading and writing, there is no significant difference in the attainment of boys and girls in mathematics.
5. In English, mathematics and science, the current pupils in Year 2 are attaining standards expected for their age group with a significant minority achieving beyond this. Pupils' speaking and listening skills are average overall. Although many pupils speak confidently and articulately a significant number need encouragement to express their ideas and thoughts. Most listen attentively to their teachers and each other. Pupils' reading skills are average. Pupils' skills in writing are well developed and in literacy lessons and other subjects pupils write for a wide range of purposes and in a variety of styles which is an improvement since the last inspection. Pupils' use of grammar in their writing is satisfactory and most pupils write in a neat cursive script. Pupils' number skills are average overall. Most pupils in Year 2 show a satisfactory grasp of tables and of the strategies necessary for accurate mental calculations. They use and apply their

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<sup>1</sup> Early Learning Goals are what most children are expected to achieve by the end of the foundation year (reception year) in the following areas of their development: personal, social and emotional, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development.

mathematical knowledge well in solving problems. In science, pupils undertake an appropriate range of work which gives pupils a good knowledge and understanding of scientific facts. Pupils' skills of scientific enquiry are appropriately developed.

6. Standards in music and religious education are above average. In all other subjects the pupils are attaining the expected standards for their age group.
7. Pupils with special educational needs are doing well against specific targets and goals and are making good progress overall, particularly when receiving extra support. Regular reviews for pupils with statements and others with individual education plans show pupils make very good progress against their targets. Individual education plans are sufficiently specific for accurate assessments of pupils' progress to be made. The one pupil who speaks English as an additional language is making good progress in spoken and written English. Pupils who show a particular talent in a sporting, musical or more academic direction have been identified and are actively encouraged to develop their talents.

### **Pupils' attitudes, values and personal development**

8. Children and pupils come to school eagerly, are enthusiastic and most work very hard. Pupils' behaviour, relationships and personal development are all very good. Attendance has improved since the last inspection and is now good.
9. The youngest children enjoy the well-planned, good range of activities provided. They show consistent interest, determination to succeed, even when work is a challenge. In an outstanding physical development dance lesson, children enacted the characters from the 'Magic Toyshop' energetically and with huge enjoyment. The lesson ended with a calming Yoga session involving some difficult co-ordination; the children, including those with complex special needs, managed very well indeed, giving their best and proud of their achievements. In class, children quickly become immersed in learning; they want to finish before moving on. They listen and follow directions carefully because they respect the adults who help them. The quality of children's relationships is very good; they work happily together in groups sharing resources easily. They have established good friendships. Their relationships with staff are equally positive and this significantly enhances the children's personal development. Children are caring and often show maturity beyond their years, in the confident way that they help others. The children find learning fun and they receive the best possible start to their formal education.
10. As pupils move through the school, they retain their enthusiasm for learning and have very good work attitudes. They enjoy class discussions, often asking questions that extend and broaden their understanding. Pupils listen carefully and are interested in new ideas, frequently contributing good ideas of their own. They settle to written work purposefully, knowing what they are expected to do. They take great care with their handwriting so that their work is well presented. Pupils feel confident enough to work independently when required. They have very good concentration and perseverance, often motivated by challenge. Pupils readily offer help to their classmates and show a real appreciation of others' efforts, for example, when good work is shared at the end of a lesson. Pupils' attitudes have a very positive impact on their learning.
11. Pupils' behaviour is very good. They know, understand and like the 'Golden Rules'. The majority of pupils follow them successfully; this contributes much to the harmony of the school. When occasionally, pupils forget their usual high standards, staff offer immediate achievable choices, combined with gentle support so that there is rarely any disruption to the lesson. At play and at lunch, pupils mix happily together, whatever their ability, culture or background. Pupils who feel lonely or shy are invited to join in games. There is a predominant sense of a shared community. A boy found another pupil's name badge and

was concerned that its owner would be upset at the loss, so quickly took the badge to a member of staff. Bullying is extremely unusual and pupils do not feel it is a problem. No unkind behaviour was noted during inspection. There have been no exclusions. Parents are very pleased with the quality of pupils' behaviour.

12. The quality of pupil relationships is very good. Pupils have developed firm friendships and are caring and tolerant towards pupils with special educational needs or from other ethnic groups or backgrounds. Pupils enjoy being together, frequently showing pleasure, perhaps greeting with a friendly hug or giving a 'well done!' pat on the back. Relationships are truly harmonious. There is strong mutual respect between adults and pupils, often involving relaxed gentle humour. The headteacher is much loved by all pupils; she shows delight in their efforts; pupils try to make sure that she is never disappointed in them. The quality of relationships has a very positive impact on pupils' personal development. Pupils know that the staff want the best for them and blossom, overcoming any personal challenges, as a result. They are becoming confident, well rounded individuals with a good awareness of others' feelings, needs and beliefs. Pupils enjoy the responsibilities they are given, such as being a 'special helper'. The recent introduction of the school council involves two 'reps' from each class; their photos are displayed on class doors. Suggestion boxes are in place and any ideas are brought to the council. Independence is encouraged, for example, pupils will decide to choose and share books, once they have completed their class work. Individual pupils often use their initiative well, for example, finding a chair for a teacher or helping other pupils.
13. Attendance is good. There is particularly good attendance in Years 1 and 2. The majority of pupils arrive on time, despite the difficulties that some families experience getting their older children to schools some distance away. Current registers show that there are a significant number of holidays taken in term time, sometimes lasting more than ten days. Parents should consider the detrimental impact that this has on learning and progress. For example, the continuity of pupils' learning is disrupted when they miss important steps in their learning.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

14. Overall, the quality of teaching is good. A high proportion of very good teaching was observed and in two lessons teaching was excellent. As a result pupils learn and achieve well. No unsatisfactory teaching was observed. This represents an improvement since the last inspection.
15. All teachers are conscientious, enthusiastic and hard working. Evidence from pupils' work in books indicates that good quality teaching is the norm. Pupils learn effectively because lessons are planned with a clear focus on what pupils are going to learn. Teachers frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson and, at the end, asking them to demonstrate that they have achieved this.
16. The quality of teaching and learning are good and frequently very good in the reception classes. The adults work closely together as a very effective team. The significant strengths of the very good teaching are a good understanding of what interests young children, clear instruction and effective questioning and, in the main, high expectations. As a result, this helps the children to make good progress in their learning. The quality of relationships is a significant strength, providing a very positive social experience for these children.
17. Teachers plan work appropriately to meet the demands of the National Curriculum and literacy and numeracy lessons are executed in line with the strategy requirements. The

teaching of English and mathematics is good, and pupils learn successfully because areas for development have been carefully identified and focused upon. For example, pupils learn to write in a variety of styles and for a range of purposes in lessons other than literacy in order to extend writing skills further; this is an improvement since the last inspection and has had a significant impact on raising standards in writing. In science lessons, pupils use their writing skills effectively to record their work and, in geography, they wrote a shopping questionnaire and an interview for the manager of a local supermarket they visited. In these lessons basic skills are taught effectively. For example, during a numeracy lesson a teacher of the Year 2 pupils was recapping on pupils' previous knowledge of counting in fives and 10s. From this she encouraged them to count on from a fixed cost to the total amount to work out the change. She promoted learning effectively through skilful questioning to stimulate thought and encouraged pupils to explain how they had reached their answers.

18. In nearly all lessons, teachers have high expectations of work and behaviour and the mutual respect that exists between the teachers and their pupils creates a fruitful learning environment. Teachers successfully provide a good balance between reinforcing and building on pupils' previous knowledge, before presenting them with new ideas and information.
19. Teachers have a good knowledge of the needs of their pupils and most cater very well for the wide range of ability levels in their classes. This ensures that most pupils make at least good progress in their learning. They target questions to the different abilities of pupils in the class, to which pupils respond quickly and accurately, promoting learning successfully for all pupils. Most deal very sensitively with any errors pupils make. Teachers use assessment information very effectively to help plan future lessons. Tasks are, in general, well matched to pupils' needs and enable them to learn progressively. For example, in the group work pupils undertake in most subjects, and especially in literacy and numeracy lessons, teachers set different work for pupils in three or four ability groups, which challenges and promotes their learning. The good work ethic of the pupils allows the teachers to work with groups, whilst the remaining groups carry on with their work conscientiously and without direct supervision. The learning support assistants make a valuable contribution in these lessons, supporting individuals and groups of pupils, promoting their learning well.
20. Teachers' enthusiasm frequently shows in their lessons, reflecting the very good teaching observed during the inspection in many subjects. In an excellent literacy lesson the teacher's enthusiasm for the subject was such that pupils responded positively to her lively style. She inspired the pupils to work, promoting learning all the time. She gave clear explanations and injected a sense of wonder and excitement into the lesson. Hence, the pupils listened attentively and enjoyed their work.
21. Teachers' subject knowledge is usually good and they have high expectations of what their pupils can achieve. The above average standards pupils attain in music and religious education are due to the teachers having a very good knowledge of the subjects which they use very effectively to promote pupils' learning.
22. Teachers use effective teaching methods which enable pupils identified with special educational needs to learn well. Appropriate use is made of information and communication technology to support the learning of basic skills. Teachers take full account of the targets set out in pupils' Individual Education Plans. These are sufficiently practical for class teachers to implement when support staff are not present. The learning support assistants offer very good support and keep accurate records of progress. The additional support for pupils with complex needs is of a very high standard. All staff praise

and encourage the pupils in their efforts and this further enhances their learning and makes a significant contribution to the good progress they make.

23. Generally, marking is good. Teachers often make notes in pupils' books to reflect the improvement pupils have made in their work and, in the best cases, they give pupils a further focus for improving their work. The provision of homework is good. It is well focused on literacy and numeracy; topic work is included and older pupils are encouraged to find out for themselves.
24. The learning support assistants have a high level of expertise and they make a very valuable contribution to the pupils' education, particularly those pupils with special educational needs, and this is a strength of the school's provision. They are well briefed by teachers as to what the pupils are learning and how they should make their contributions. Voluntary helpers also provide very good help for teachers.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

25. The school plans a broad and balanced curriculum which promotes the aims of the school well. It includes all subjects of the National Curriculum, together with religious education and continues to meet all statutory requirements. The school is working towards the Arts Mark award and has the Healthy Schools award.
26. Provision is good for pupils' personal development. Health education and the use and misuse of medicines and drugs are taught as part of healthy schools project and science curriculum. No formal sex education is taught but the governors have a clear policy. Pupils are provided with accurate information which promotes positive attitudes to a healthy lifestyle.
27. Appropriate policies and schemes of work are in place and there is a sufficient amount of time given to all subjects. This shows good improvement since the last inspection. Very good links are made between subjects. Long-term and medium-term planning are good and provide for the coverage of all programmes of study. Weekly plans are detailed, focusing on key objectives which groups of pupils are to learn. The headteacher and subject co-ordinators monitor planning of the curriculum well.
28. The curriculum in the foundation stage is of good quality. It is well planned and organised and provides the children with a rich and varied range of relevant activities based on the six areas of learning. The teachers plan the activities thoroughly and the development of the children's personal, social and language skills is given a high priority so that they achieve well and make good progress.
29. The literacy and numeracy strategies have been implemented successfully and there are setting arrangements in place to ensure work is closely matched to pupils' needs. They have been appropriately resourced and are having a good impact on helping to raise standards.
30. There is very good provision for pupils with special educational needs. It is excellent for those with statements of significant special needs. The whole provision is justly praised by parents. It is particularly good in English and mathematics, both in terms of support and work which is well matched to pupils' needs. The curriculum is well organised for those identified with special educational needs. At present, no pupils are disapplied, although some have significant learning problems. Arrangements for using individual education plans are effective in ensuring needs are met whilst still enabling pupils to have access to the whole curriculum. Staff and pupils are proficient in Makaton signing in their

communication with non-speaking pupils. The school has also identified pupils with particular gifts and talents in line with the authority guidelines. It identifies them in planning and the opportunities to develop their abilities are closely monitored.

31. The school provides a very good range of opportunities to enhance the curriculum. Boys and girls can take part in activities run by teachers, teaching assistants and parents which include dance, games, football, music, drama, art and craft and gardening. The school has an extensive range of visits and visitors. There are good links by pupils and staff with partner institutions, such as the junior schools, the on-site nursery and other playgroups. These good links help to prepare pupils well for their transfer to their next stage of education. There are very strong links with outside agencies which offer skilled specialist advice and support. They speak very highly of the inclusive nature of the school and the very good progress the pupils are making. The community contributes very well to pupils' learning. There are regular links with the police, fire brigade and the nurse. Pupils visit and entertain older citizens and raise money for charities. A recent visit to a superstore was most successful.
32. Provision for pupils' spiritual, moral, social and cultural development is very good. It contributes highly to the quality of learning, incorporating the school's shared vision of educating 'the whole child'. Spiritual and cultural development has improved since the last inspection.
33. Spiritual development is very good. There are many instances of planned and incidental spirituality, across the curriculum; music is a prime example. In a Year 2 literacy lesson, pupils writing a 'Recipe for a Dragon', were literally spellbound when the 'Witch' made the Dragon and the ingredients produced 'smoke'. Children involved in the 'Finger Gym' exercises were totally fascinated by the texture and feel of the mixture they call 'Gloop'. At the end of a physical development lesson, a joss stick was lit and soothing music played as children followed a programme of Yoga movements. Assemblies meet requirements for collective worship. In addition, they provide a strong awareness of spirituality, with special assemblies throughout the year such as Mothers' Day or Harvest Festival. Year 2 pupils, organised by a learning support assistant, provided a stunning Shadow Puppet Play, using Indonesian style puppets and pupils' pre-recorded dialogue. It had a strong moral content; the audience gasped a shocked 'Ooh!' as the Frog is called 'stupid'. The assembly was magical, providing a spiritual experience for everyone and made unforgettable as all pupils walked under a 'Well Done' banner held by two other pupils. Assemblies, as required, are broadly Christian. Other faiths are recognised and regularly featured, including Diwali. Pupils' understanding of their own and other beliefs are enhanced by this provision. There is an intrinsic awareness of school community and a developing awareness for pupils of the importance of life and aspects that are beyond human understanding.
34. There is very good moral development. Pupils are encouraged to think of others and behave with tolerance from the time that they enter the school. This is very well promoted by the staff. Realistic, relevant expectations are set which children and pupils understand and can meet. As a result, pupils have a very clear understanding of right and wrong, honesty and respect for the people they meet. Moral issues are very well reinforced in class discussions, assemblies and are seen in the way that pupils treat and care for each other. Pupils know that they have responsibilities not only to themselves but also to others. They have a strong sense of fairness, often offering an immediate apology if they are in the wrong. They know that they can say how they feel and that if they do make a mistake they can learn from it and move on. They understand that everyone in their school is treated equally but is also an individual. In an assembly, when asked about their views of the school community, one pupil said 'It is like being in a big family, all together'.

35. Social development is very good. Inclusion is very evident in all the school's work. There is positive social and racial harmony in which individual pupils' strengths are shared and celebrated and development areas are very well supported. Many initiatives such as Write/Dance or Finger Gym enable pupils to develop their skills; the school always tries to provide ways for individual pupils to be proud of their own and others' achievements whether they be academic, aesthetic or personal. Pupils' understanding of the wider community beyond the school is promoted very well. There are strong links with local elderly people; pupils visit care homes and gifts are donated at Harvest Festival. There is regular charitable fundraising for local causes and for international charities. The school community has recently had to come to terms with the untimely death of a pupil. Counselling and support were provided. Pupils decided they wanted to dedicate an area of their playground for 'Daisy's Garden', as the best way of remembering her. Pupils' own designs and ideas will be used for the garden.
36. Cultural development including multi-cultural awareness is very good. Pupils enjoy a vibrant programme of visits and visitors to the school, covering many different cultures. Pupils will soon be visiting Canterbury Cathedral to explore its history and heritage. Music from all cultures features strongly; pupils particularly enjoyed a Ghanaian Drumming workshop. A small group of parents and governors have produced colourful murals that brighten the school. At Christmas, a former teacher now working in Thailand visited, holding a 'Thai Day', introducing pupils to many aspects of this ancient country and its links to Buddhism; communication is maintained through the Internet. Language development is not forgotten. All staff and pupils learn Makaton signing. Pupils sign songs in assembly and signing is used in lessons by staff and pupils so that the pupils who use Makaton as their means of communication are fully included. Pupils' fundraising from a school based Farmers' Market is supporting the education of a child in Bolivia. Pupils' awareness and recognition of different cultures are enhanced very significantly through the school's openness in recognising the importance of our multicultural world and its diverse heritages.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. Very good attention is paid to pupils' care and welfare by a staff who are fully committed to meeting their pupils' needs. Assessment and academic monitoring are very good. The monitoring of pupils' behaviour and personal development is very good. Attendance monitoring is good. The school is fully aware of the importance of thorough health and safety and child protection procedures and practices. The provision for pupils with statements of educational need is outstanding.
38. Assessment procedures are very good overall. The children in reception are assessed regularly and outcomes from assessments are used well to identify individual needs and to inform planning. The teachers maintain detailed and informative records. There are weekly assessments in English and mathematics and accurate records of progress are kept. All pupils have individual targets in English, mathematics and personal development and these are shared with parents and children. Other subjects are assessed on a regular basis and at the end of topics of work. The school has clear recording procedures. In addition to the statutory assessments in Year 2 the school uses assessments when pupils enter the school. The information is used well to set targets. The school analyses assessment data from national tests to identify strengths and weaknesses in learning and determine the action needed. Assessment provides a vital part of planning both the broader curriculum and what pupils need to learn next. Assessment arrangements for pupils with special educational needs are very good. They ensure that pupils with learning difficulties are identified early. Assessment data from teachers, from assessments when children enter the school and standardised tests are

used to inform target-setting procedures in individual education plans. There are also good individual behaviour plans and health plans as required.

39. The monitoring of behaviour and measures to prevent bullying are very good. All staff use the guidance in the neatly dovetailed set of behaviour policies, consistently and fairly. The 'Golden Rules' are implemented and positive reward involves praise, stickers that can be given by any member of staff, and 'Star Bear' certificates awarded by the headteacher. The vast majority of pupils respond very well; only a very small minority require additional support. This is offered through counselling and behaviour plans, shared with parents. Strategies for improvement include, 'short steps' that provide achievable goals, and careful unobtrusive observation of pupils during the day. Staff are very skilled at calming pupils who are upset, so that after a little reassurance and comfort, pupils happily continue with their work, with no disruption to learning. Thorough records are kept and these are monitored regularly by the headteacher. The school secures external professional help early to ensure that each pupil receives the highest level of care to support their learning. There is a very good anti-bullying policy, an improvement since the last inspection. It contains open aims and objectives and offers explicit guidance on identifying and dealing with any form of harassment. Procedures for keeping records are in place but there are rarely any incidents to record. Pupils and their parents do not see bullying as a concern.
40. Monitoring of personal development is very good. The staff know and understand the needs of young children. Their detailed knowledge of the pupils means that they are quick to notice any change from the norm, and can support pupils very well. Pupils appreciate this and respond very well to the guidance that is offered either formally through personal development discussions and lessons or informally between adult and pupil. Careful notes are kept of any key information, including input from parents. There is a very strong emphasis on developing the 'whole child' so that pupils grow to have a real belief in their own abilities. Pupils who have very low self-esteem are nurtured through achievable personal targets; they too blossom into self-confident and secure individuals.
41. The monitoring of attendance is good. Registers meet requirements. Parents are reminded regularly about attendance in newsletters, with individual letters sent when there is a concern. Registers show that a considerable number of families are taking term-time holidays, some of well over ten days. The school needs to consider whether it should always authorise these long holidays and ensure that parents understand the negative impact on their children's learning and progress. Many parents find it difficult to get their other children to schools in different areas of Faversham, on time. The school supports families having the most difficulty by allowing Ethelbert pupils to come early; staff can often be seen reading stories to them before school starts.
42. Arrangements for child protection are good. All staff including the designated person have received training and are aware of practices. There is good quality guidance in the school's policy. Any sensitive records are kept securely, with restricted access. Relationships with outside agencies are positive. Informal advice can be sought before a formal referral is instigated.
43. Arrangements for health and safety are thorough. There are trained first-aiders and staff are aware of pupils with chronic illness or conditions and know that advice can be sought from the school nurse at any time. Required checks and tests including assessment of any potential risk are undertaken. Most records are up-to-date. Staff have had training in health and safety procedures. Areas for development have been discussed with the headteacher.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

44. The school enjoys outstanding links with its parents. They have equally positive views of the school and express total confidence in its work and the quality of education provided. Parental involvement in school life is very good, as is the contribution they make to their children's learning. The quality of information that parents receive is good. These are similar judgements to those made at the last inspection.
45. The school considers its shared and vibrant partnership with parents as a vital element in the commitment it has to the education of young children and pupils. The headteacher is proud of her parents. Parents of all pupils are fully involved and consulted about all aspects of their children's education. Their input is valued because it enhances the quality of pupils' learning. Parents are always made welcome and their views are respected. Parents give the highest level of support to the school, whether it is requested or not. As staff prepared for inspection, parents surprised them by bringing cakes and offers of help. There is an all pervading sense of extended family. Parents help in class and around the school, for example, making 'story sacks' for pupils to use at home. More parents would like to help but have work or family commitments. The fundraising committee is well established and very successful at raising considerable funds that enhance the curriculum and broaden pupils' experiences. Their events are very well attended and parents are generous in their sponsorship. Parents are often invited to school performances and assemblies. There is even an impressive turnout for the Annual Governors' Meeting.
46. The quality of information provided to parents is good overall. The regular newsletters are of very good quality, friendly and provide much information about school life, the curriculum and advance diary dates. The prospectus meets requirements and is very readable. The annual governors' report is another informative document and meets requirements, apart from two very minor areas. Parents are able to meet staff to discuss their children's progress and have good informal access at other times. Pupils' reports meet requirements and are good overall. They are very individual to the pupils and are written in clear language. However, overall targets in English and mathematics are not always provided.
47. Parents of pupils with special educational needs are properly involved in identifying their needs. They provide good support and regularly review their child's progress. Parents are very pleased with the support their children receive. They speak very highly of the excellent way the school includes all its pupils.
48. The contribution that parents make to their children's learning is very good. There is always a very good attendance at any curriculum or education based meeting or workshop, even if the pupils are not involved. The provision of homework is good. Parents are provided with many ideas about how to help, through discussion, leaflets and the good quality homework policy. Homework is well focused on literacy and numeracy, topic work is included and older pupils are encouraged to find out for themselves. When requested, parents readily let the school borrow artefacts that enhance learning for all pupils.
49. Parents express exemplary views and feelings for the school. Their views are universally positive; 'The school is in a league of its own'; 'The baby is definitely coming here!'; 'Aren't schools supposed to have faults, this one doesn't'; 'This school is perfect'. Parents had no negative views, beyond sadness from Year 2 parents that their children will soon be leaving.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

50. The leadership and management of the school are very good. A similar judgement was made at the last inspection. The headteacher has overseen significant, steady improvements in the quality of the curriculum, the quality of lesson planning and of teaching through rigorous monitoring and evaluation. As a result, the quality of education, and especially teaching, throughout the school has improved significantly and standards have risen steadily. The headteacher has a clear vision how she sees the school developing and these are linked firmly to improving the quality of education and standards. Although, she has developed a comprehensive plan with the staff and governors indicating improvements for the current year, there is nothing written establishing priorities for future developments. Her very effective and enthusiastic leadership has cultivated a team spirit within the school community so that there is a shared, whole-school determination and capacity to succeed in the pursuit of raising standards. She has been the main instigator in developing the school's fully inclusive nature for which the school is renowned. The senior management team work very well together and their complementary individual expertise leads to a successful management structure. The wholly appropriate aims of the school are met and a very positive ethos pervades the school.
51. Governors are enthusiastic and committed and have a wide range of expertise which they use to very good effect in their management role. For example, they took a very active role in setting up the successful bid for the funding to build the new extension. The Chair of Governors is a regular visitor to the school and works closely with the headteacher. The school monitors and evaluates its performance closely and governors have a good understanding of the school's strengths and weaknesses. They make good use of the detailed analysis of assessment results and compare them with other schools both locally and nationally.
52. The school is very effective in evaluating the curriculum and teaching and the impact these have on pupils' learning, especially through classroom observations undertaken mainly by the headteacher. Most teachers in their roles of subject co-ordinators also monitor and evaluate teachers' plans, lead training sessions and keep governors up to date with developments. Most have well focused development plans and have worked hard to review policies and schemes of work in line with curriculum changes. They make an important contribution to the management of the school which is an improvement since the last inspection.
53. The special educational needs co-ordinator is very knowledgeable and experienced and has attended a number of relevant courses. She keeps the required documentation in good order and regularly monitors progress. The provision of learning support assistants is very good and they give valuable support. They are experienced and receive training within school and nearly all have external qualifications. There is a specific room where pupils can be withdrawn to be taught individually or in groups. However, most support is within classrooms or in common areas around the school.
54. Financial management and systems are good and the school makes good use of modern technologies. The recommendations of the most recent audit report have been put in place. The governors are involved in setting and monitoring the budget. The finance committee applies the principles of best value well to the purchase and hire of goods and services. Short-term educational priorities are well supported through the school's financial planning. However, currently there is no formal written overview of plans for future developments and the related financial implications they may incur. For example, the balance of the budget for the financial year 2001/2002 was over 20 per cent of the income it received. This is way in excess of an average budget surplus. This has mainly arisen because the school had anticipated (before receiving the grant) funding the new extension itself and was saving for this. Although the school has plans to improve the

playground area and buy resources for the new extension, there is no long-term written plan identifying how the school is going to deal with this excess.

55. Specific grants are spent appropriately. For example, funds allocated for the provision and support of the pupils with special educational needs are used very effectively and all pupils benefit greatly from the good number of well qualified and experienced learning support assistants the school employs.
56. The ability of the teachers and support staff to meet the demands of the curriculum is good. All staff regularly undertake training to update their skills and knowledge. They work very well together as a team and are dedicated to providing the best education possible. They are instrumental in raising the standards in the school. Teachers, new to the profession and to the school, are given very good support when they start in the school. The administration procedures are carried out very effectively enabling the school to run smoothly, so that routines are familiar to staff, parents and pupils.
57. Resources are good, overall. They are well organised, accessible and used well. Parents have provided useful assistance in organising and making resources, such as 'story sacks' to aid pupils' reading. Teachers also make very good resources to support learning. Resources for special educational needs in terms of books and materials are good. Specific information and communication technology software for developing basic skills is being extended.
58. The accommodation is satisfactory. The classrooms, hall and outdoor play areas enable all areas of the curriculum to be taught adequately. The buildings are clean and well maintained to a high standard. The building enables disabled access with ease and disabled toilet facilities are planned for in the new extension.
59. The children in reception have their own dedicated secure outside activity area. The learning environment is enhanced by very good displays of pupils' work, and outdoors by the provision of a wild pond area, playhouses and attractive tree and flower planting. However, there is no grassed area for outside play and sports activities.
60. The school has improved considerably, providing a good all round education for the pupils. Standards have risen steadily and the school gives good value for money.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

61. In order to build on the current success of the school, the governors, headteacher and staff should take the following actions:
  - Include in the school improvement plan a strategic vision for the school's development beyond one year, particularly in relation to those developments that require major expenditure. (*Paragraphs 50, 54*)

In addition, the school might like to consider addressing the following issues in their action plan:

- Improve annual written reports to parents by: (*Paragraph 46*)  
Including targets in English and mathematics in all reports.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

24

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	2	6	12	4	0	0	0
Percentage	8	25	50	17	0	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 four percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y2

Number of pupils on the school's roll (FTE for part-time pupils)

91

Number of full-time pupils known to be eligible for free school meals

9

*FTE means full-time equivalent.*

#### Special educational needs

YR – Y2

Number of pupils with statements of special educational needs

4

Number of pupils on the school's special educational needs register

27

#### English as an additional language

No of pupils

Number of pupils with English as an additional language

1

#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

0

Pupils who left the school other than at the usual time of leaving

12

### Attendance

#### Authorised absence

%

School data

4.4

#### Unauthorised absence

%

School data

0

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	18	34

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	10	12	10
	Girls	16	17	16
	Total	26	29	26
Percentage of pupils at NC level 2 or above	School	76 (100)	85 (91)	76 (100)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	16	16	17
	Total	27	26	28
Percentage of pupils at NC level 2 or above	School	79 (100)	76 (100)	82 (100)
	National	85 (85)	89 (89)	89 (89)

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

### ***Ethnic background of pupils***

<b>Categories used in the Annual School Census</b>
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### ***Exclusions in the last school year***

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
45	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
1	0	0
8	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	15.2
Average class size	22.8

#### **Education support staff: YR – Y2**

Total number of education support staff	8
Total aggregate hours worked per week	193

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/2002
	£
Total income	282,583.81
Total expenditure	267,703.38
Expenditure per pupil	2,974.48
Balance brought forward from previous year	51,500.20
Balance carried forward to next year	66,380.63

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Results of the survey of parents and carers**

#### **Questionnaire return rate**

Number of questionnaires sent out	91
Number of questionnaires returned	52
Percentage of questionnaires returned	57

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	90	8	2	0	0
My child is making good progress in school.	79	19	2	0	0
Behaviour in the school is good.	71	27	2	0	0
My child gets the right amount of work to do at home.	63	27	2	2	6
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	54	40	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	73	25	2	0	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	79	21	0	0	0

The school provides an interesting range of activities outside lessons.

48	44	6	0	2
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## **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**

62. The provision for children under five is very good which is a similar judgement to that made at the last inspection. Most children start in the reception classes in the September following their fourth birthday. The majority of the children have had pre-school experience, many in the group which meet on the school site so they are already familiar with the layout of the school. They enter reception with overall attainment assessed as average. Children achieve well and make good and sometimes very good progress during their time in reception due to the very good teaching and very good range of learning opportunities provided. A series of meetings and visits before the children start school helps to develop good relationships between home and school and these have a positive impact on the way the children settle quickly into the routines. At the time of the inspection 22 children were still four years old.

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

63. The quality of teaching is good and frequently very good and, together with the strong emphasis placed on developing social skills, this means that most children are on course to meet the Early Learning Goals in this area of learning by the time they start in Year 1. A significant number are likely to exceed them. The very good range of opportunities and activities provided for the children's personal, social and emotional development ensure that the majority of the children make at least good progress. They make particularly good progress in developing their independence and self-confidence as they make choices, organise themselves for the activities and clear away sensibly. For example, in one class they respond quickly and well to the 'clearing up time', voiced by a child. In another all the children know and feel confident that 'It doesn't matter if we make a mistake – we can learn'.

64. Almost all the children listen and behave well. They quickly learn to take turns and share with others. They develop good attitudes to school and are keen and enthusiastic to take part in all the activities on offer. They follow instructions and persevere with their tasks for a good length of time. The children know what is expected of them and respond very well to the good classroom organisation. They know where to hang coats and bags and most are very able when dressing themselves for physical education or practical activities.

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

65. The children start school with average skills in communication, language and literacy. They make good progress in response to the good teaching, so that by the end of the reception year the majority reach the Early Learning Goals in this area of learning, with a significant minority surpassing them. The role-play areas encourage the development of the children's language skills. For example, in the 'Café', the children take on various roles, such as chefs and customers, and develop the language associated with this. They also develop their writing skills as they take 'orders for meals'. The children's early reading skills are developed through regular guided reading and story sessions. Good questioning skills by the teachers and learning support assistants help the children to recall the stories in the correct sequence and develop their vocabulary as they are

introduced to unfamiliar vegetables in 'Oliver's Vegetables'. The children's writing and phonic skills are developed well as they work with the teacher noticing, for example, that 'potatoes' and 'peas' begin with the same letter. In this session, several of the children were skilled at recognising letter sounds and were blending these to read simple words. Many of the higher attaining children recognise familiar words easily and read simple texts. The children also choose books on a regular basis to take home to share with adults. Writing skills are developed very well through a specific programme whereby children use dance to develop the shape of letters, then use different media, for example, sand and flour, to practise the letter shapes before writing them on paper with pencils.

### **Mathematical development**

66. The quality of teaching in the mathematical area of learning is good and often very good. Most children are on target to attain the expected Early Learning Goals with a significant number likely to exceed this. The teachers and learning support assistants organise and plan a range of activities so that the children gain good experience in learning how to match, count and organise by size. In one lesson, the teacher used an exciting and stimulating 'Pass the Parcel' game to develop children's skills in ordering numbers up to 15. In this lesson the teaching was very good because the teacher also developed children's mathematical vocabulary, using words such as 'more than' and 'less than' and levelled her questioning appropriately to meet the individual learning needs of the children. Most children are familiar with and can name two-dimensional shapes such as circle, square, rectangle and triangle. More able children name three-dimensional shapes such as cubes and cuboids.
67. Teachers skilfully build on the children's previous knowledge. For example, in one lesson the teaching was introducing the children to repeating patterns and drew on their previous learning as she encouraged them to identify such patterns in the classroom. The children use computer programs to consolidate their number recognition and counting skills. In both reception classes the teachers use songs, rhymes and counting games to help make the learning of numbers fun as well as to reinforce their learning of how to count on and back.

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

68. Good teaching and a well-organised curriculum with a balance of activities ensure that most children will have attained the Early Learning Goals by the end of their reception year. They make good progress as they learn about life in other countries such as Africa and compare it with life in Faversham. From the story 'Handa's Surprise' they name animals, names and food as being different and friends and families as the same. They use their senses when tasting fruits, trying unfamiliar fruits and expressing their preferences and articulating in simple terms what they are tasting and smelling. They develop their mapping skills when making a map of a train journey.
69. The children develop a sense of time, as they draw pictures of the toys they had when they were babies, as toddlers and now. The children gain sound, early information and communication technology skills when they use number and language programs confidently, either independently or with a partner. They show satisfactory control of the mouse as they click and drag items on the screen. The children show a good elementary understanding of how things work as they build a range of models using construction toys. Their learning is enriched through walks and visits in the local area and further afield.

### **Physical development**

70. The children make good progress in their physical development and most are likely to attain the Early Learning Goals in this area of learning. The children gain some of the necessary experiences as they use the apparatus and equipment in the school hall and as they play outside in a secure area with a selection of wheeled vehicles. In the hall the children respond well in the physical education and movement lessons. The quality of teaching is good and frequently better. In an excellent dance lesson, the teacher ensured at the start that the children knew the importance of a proper 'warm up' before physical activity. She encouraged them to use all of their body when moving like robots with jerky movements and keep in time with the music. She developed the children's vocabulary appropriately in relation to their movements and at the end of the lesson the teacher used an innovative way of cooling down through Yoga. The teachers and support staff are successful in providing the children with a range of activities where they can cut, glue, thread and complete puzzles. Children, who have difficulty with fine movements, take part in 'Finger Gym', in which they use various materials and objects to exercise their fingers.

### **Creative development**

71. The children are taught well and make good progress in their creative development. In both classes activities are organised so that the children can express themselves through painting, drawing, making collage pictures and working with clay. For example, the children had stuck different types of pasta onto pieces of round card and sprayed them with gold and silver paint to represent planets. Good links are made with the children's learning in other areas of learning, for example, in their study of other religions the children made clay Divas to celebrate Diwali. They also produce imaginative drawings and paintings. In one lesson, the children were delighted with the pictures they made through painting shapes of vegetables with their fingers and making prints of them.
72. The children respond well to music and songs, rhymes and poems. They enjoy listening to music and making their own. In a very good lesson, the children were using a 'picture' score to play their percussion instruments to accompany the story of Cinderella. They chose appropriate instruments to depict the characters and, as the lesson progressed, they developed and improved their skills well in keeping to a specific rhythm. The children particularly like to sing and say the words of a good range of traditional rhymes and songs. The children sing well in assemblies and singing times and have the opportunity to listen to and appreciate music as they move in and out of the hall for assemblies. Children develop their imaginations through role-play situations, such as in the 'Café' and 'Bears' Burger Bar'.

### **ENGLISH**

73. Overall, Year 2 pupils are attaining average standards in English when compared with schools nationally which is better than at the last inspection. Pupils throughout the school achieve well, mainly because all pupils reach their full potential. For example, those pupils who are capable of attaining nationally expected standards do so, and those pupils with the potential for higher attainment go on to attain above average standards. Pupils with identified language difficulties and significant special needs are making very good progress against their individual targets.
74. In all classes pupils listen attentively to their teachers and show growing confidence in speaking. Some pupils are extremely articulate but others need encouragement to offer ideas. Teachers provide good opportunities to develop speaking skills in the way of imaginative play, group discussion and speaking with partners. In an assembly 'Frog is Frog', pupils were lacking in confidence for the introduction but spoke with clarity and good expression on the recording to back their excellent shadow puppet show. Teachers ask

questions which encourage pupils to express themselves clearly but some pupils are quite passive and not fully involved.

75. Although overall standards in reading are average there are some pupils who read extremely well. Pupils gain an understanding of the use of letter sounds which enables them to decipher new words. They read confidently and show good skills of understanding what they are reading. The very good support provided for pupils with special educational needs enables them to develop their basic reading skills. Most pupils enjoy reading and all look forward to sharing books and reading to others. They read regularly at home and the home/school reading record shows how well they are progressing. More able readers are able to choose their own reading material from a good selection of available books. They talk about their favourite books and authors with good awareness. They show good research skills from books and know that you can find information using computers and from television and videos. In a 'paired reading' session at the beginning of the day pupils read enthusiastically and share stories sensibly. The teacher reminded them of the importance of encouraging and praising each other, and to take turns and listen carefully.
76. The school has worked hard to improve previously low standards in writing and attainment is now above the national average. The percentage of pupils reaching the national expectation in Year 2 is in line with the national average but a higher number exceed the national expectation and achieve Level 3. Work shows that most pupils' writing is clear, well formed and in a joined cursive style. Through 'Write/Dance' all pupils practise the physical skills to aid the development of this cursive style. This proves extremely helpful for pupils with special needs. Most pupils use capital letters and full stops correctly. Other punctuation is developing well as pupils write in more complex sentences. They are beginning to use more imaginative language to make their work more interesting. When writing a "Recipe for a Dragon" one girl used a vivid instruction: 'chuck in the wet slobbery, blubbery tongue of an adder', and on the same theme a boy instructed, 'insert one poisonous, fierce and smelly wasp sting to make his fiery breath'.
77. The quality of teaching and learning is good. Teachers have a good knowledge of the National Literacy Strategy. Their lessons are suitably structured to teach skills, give pupils opportunities to develop them further in group work and assess their progress at the end. In all classes pupils develop reading and writing skills at an appropriate level and work is matched well to their different abilities. This ensures that pupils learn important basic skills while higher attaining pupils are starting to press ahead. In an exciting writing lesson the teachers and a highly skilled 'witch' provided excellent motivation which resulted in imaginative work. The learning support assistant played the role extremely well and the pupils were spellbound as she acted out the poem. However, very occasionally teachers did not level their questioning appropriately to meet the different levels of the pupils' understanding, so that all pupils could have the opportunity to make a response. For those experiencing difficulties there is very good support by learning support assistants. Individual education plans for pupils with special educational needs are well focused on what pupils need to learn next.
78. Management of the subject is very good. The co-ordinators look at planning, monitor teaching and review pupils' work. The school has developed very good assessment procedures that show pupils' progress, and uses the data well to show the next steps that will move pupils on to the next levels. The setting arrangements in Year 2 have been successful in ensuring all pupils are challenged and have supported particularly well the higher attaining pupils. Book resources are good, and the library is appropriately used to find fiction books and research for topics. Information and communication technology is being developed to support written work and for research in most subjects. Written work is extended in other subjects which is an improvement since the last inspection. For

example, in science pupils write the findings of their investigations, in history they have written well about arms and armour and in geography they prepared a written shopping questionnaire and an interview for the manager of a local supermarket they visited.

## **MATHEMATICS**

79. Pupils in Year 2 attain average standards in numeracy and all other areas of the mathematics curriculum. The previous inspection reported average standards but the national tests for that year showed much lower attainment. All pupils are achieving well. Pupils, whatever their ability, are encouraged to reach their full potential and the vast majority do so.
80. The quality of teaching and learning is good. All teachers plan their work in line with the National Numeracy Strategy which is well established, and lessons are well structured. The teachers provide mental warm-up and pupils are keen to answer. When pupils are engaged in the activities they concentrate and work well. In the observed lessons pupils were well taught to develop their understanding of money problems. Work was linked to the history topic and the "Castle Shop". In Year 1 they used money in simple problem solving activities, gave the right coins and developed simple strategies for giving change. This was well built on in Year 2 as pupils used a number line to count on from the cost of an item to the amount paid. Pupils worked hard and concentrated on the tasks which were well matched to their needs. Most worked using 40p but the top group worked to £1. Previous work shows an appropriate level with extension work for those capable of higher attainment. They work on place value, show understanding of halves and quarters. They show good skills of doubling and halving and extend their knowledge of two- and three-dimensional shapes. They collect a variety of data and represent this in chart and graph forms. There is good evidence of problem solving and opportunities for pupils to explain their workings.
81. Teachers are secure with the National Numeracy Strategy and they apply it effectively. They show very good management of the whole class and groups, and work is matched to pupils' needs. Pupils feel secure and are confident to explain their mathematical reasoning and are keen to answer mental questions. Teachers explain what pupils are going to learn and pupils know what is expected of them. Books contain a good amount of work. Numeracy is used appropriately across the curriculum. Pupils carry out basic map work in geography, work with simple time lines in history and carry out accurate measurements in science.
82. The co-ordinator understands clearly what is required to improve standards and manages and monitors the subject well. Assessment of work and analysis of other assessment data are now well used to identify areas for development. There has been good training for teachers who now feel confident and skilled in teaching the subject. Resources are good and fully support the numeracy strategy.

## **SCIENCE**

83. Current inspection findings confirm that the attainment of pupils in the current Year 2 is broadly in line with expectations which is better than at the last inspection when standards were judged to be below average. Most pupils make good, systematic progress in their learning and by the end of Year 2 most pupils have gained at the least a satisfactory knowledge and understanding of science facts and their scientific enquiry skills are developing well which is an improvement since the last inspection.
84. In the one lesson observed, pupils in Years 1 and 2 were studying magnetism and in particular finding out through experimentation if a magnet will attract a paper clip through different materials and testing the strength of a magnet. They were using scientific

vocabulary such as 'attract' when deciding and predicting which materials are magnetic. The more able pupils were beginning to understand the importance of making the test fair in their experiments, for example, using the same bag to put weights in when testing the strength of magnets. At the end of the lesson, when sharing their discoveries, the pupils gave clear descriptions of their work, often giving demonstrations. The quality of teaching in this lesson was good. At the beginning of the lesson the teacher recapped the work done in the previous lesson by using good questioning techniques and so consolidating pupils' learning before moving on. She gave good explanations and instructions for the investigations and gave a range of activities for pupils to undertake of appropriate challenge, depending on pupils' level of understanding. She encouraged the pupils to think for themselves and guided this through good questioning. The practical activities were well prepared with a good range of resources.

85. The scrutiny of pupils' work also indicates that the quality of teaching and learning are generally good. The pupils have covered a good range of work, extending their knowledge and understanding of scientific facts as well as developing their skills in scientific enquiry. Good links are made with other subjects. For example, pupils are encouraged to use their mathematical skills usefully in weighing when making cakes in their investigations of irreversible changes in materials. In the same topic of work they use their information and communication technology skills to advantage when making graphs of their favourite toppings for toast after seeing the irreversible change of bread when toasted. Pupils also use their writing skills effectively in recording their work. Teachers plan work for the different ability groups in their classes and pupils who have special educational needs are fully included in all activities and are supported very well by learning support assistants. Teachers mark pupils' work well making supportive comments and in the best cases points for improvements. They make effective use of day-to-day assessment during and at the end of lessons in their marking.
86. The co-ordination of science is by a teacher new to the school who is enthusiastic and keen to raise standards. She has made a very good start through her action plan and has reviewed the policy and scheme of work to ensure they are in line with current requirements. She has analysed the results of the last two annual assessment tests, noted the areas of weaknesses and adjusted the programme of work to improve these. She has monitored teachers' planning and has undertaken a scrutiny of pupils' work. Assessment procedures are good. The good resources are organised in topic areas for easy accessibility by teachers.

## **ART AND DESIGN**

87. One lesson observation and a scrutiny of pupils' work and displays suggest that standards are in line with those expected for pupils of this age which is a similar judgement to that made at the last inspection.
88. Work on display and in pupils' sketch books shows that pupils develop and use their skills appropriately as they move through the school. They experiment with colours, mixing them and matching them, using colour to show different textures and to produce different tones. They use a good range of materials effectively in their work, such as pencil, paint, chalk, pastel and wax crayons, materials for printing, and paper and fabric for collage work. Pupils frequently use their artistic skills to support their work in other subjects, such as their history topic on medieval times. In the lesson observed, pupils were 'dressing' a two-dimensional figure of a knight in his suit of armour. One group was experimenting and developing techniques to make 'chain mail'. Pupils created patterns in grey paint on boards using a variety of tools, such as combs and cotton wool buds, and made prints from these on paper. There was a great deal of delight as pupils lifted the paper to see the results. This provides a very good illustration of the effective way in which teachers

promote pupils' spiritual development. Pupils in the other group were working with different materials to create the armour. They were very creative in their work experimenting and using tools such as a paper crimper, to produce different effects. The quality of teaching in this lesson was good. The teacher had prepared the lesson well and had invited a local artist who explained very effectively the techniques of etching and likened it to the printing they were going to do. The teacher showed a good example of creative pattern in the work of Dürer, where he had used this to depict the hide of a rhinoceros. There was a wide range of resources readily available and the adults continually encouraged and supported pupils in their work. The teacher showed pupils examples of good work for them to appraise and evaluate and encouraged pupils to explain how they had developed their designs. The pupils enjoyed their work and were proud of their achievements.

89. The quality of pupils' work on display, the work in portfolios and teachers' planning indicate that the quality of teaching for art is at least satisfactory. Teachers pay attention to the progressive development of artistic skills both in the development of understanding of line, tone, shape and form and in the correct use and flexibility of tools and media. When appropriate pupils are encouraged to use computer programs to produce colourful pictures. All work is displayed well so that pupils know that their efforts are valued.
90. The co-ordinator has only held the post for a short time. Nevertheless, she has reviewed the policy and scheme of work so pupils' skills are built on progressively as they move through the school. She is developing procedures for assessing pupils' attainment linked to the units of work. Pupils have sketchbooks which, although unusual for these age groups, she sees as another useful way of assessing pupils' work. The school is fortunate in having a number of talented parents who use their artistic skills in many ways for the benefit of the pupils. For example, they painted a colourful mural in the cloakroom area, and very recently finished a very attractive mosaic in the reception children's outside play area as part of the school's celebrations for the Millennium. They also help to run an art and craft club after school.

## **DESIGN AND TECHNOLOGY**

91. As some subjects are taught in blocks of time design and technology was not taught during the inspection and there was insufficient evidence of recent work to accurately judge standards of making. Previous work indicates that the average standards found at the last inspection have been maintained. Year 2 pupils understand that the making process begins with a plan. They use pictures to develop and communicate their designs. They select from a range of materials, tools and techniques and learn to join various materials. No finished products were available to judge the quality of the making but photographs indicate standards in line with national expectations.
92. The co-ordinator manages the subject efficiently. The quantity and range of resources are good and fully support the new guidelines. Planning shows full coverage and the subject supports other subjects well. In history pupils designed and made shields with their own coats of arms. They took care and produced some pleasing work. Teachers pay full attention to health and safety procedures in their lessons.

## **GEOGRAPHY and HISTORY**

93. During the inspection only one history lesson was seen and there was no opportunity to observe geography. Other inspection evidence shows standards are in line with national expectations by the end of Year 2.

94. In history, pupils are encouraged to think why people in the past acted as they did and use information sources to answer questions about the past. In the observed lesson, teaching and learning were good. Pupils remembered well the parts of armour they had recently been shown in school. They were particularly excited and enthused by this expert visitor. The teacher skilfully explained why knights needed to be identified and pupils were keen to make their own shields. Year 2 pupils had previously researched their own coat of arms on the Internet. This topic is providing an impetus for work in other subjects. In mathematics pupils use money in the "Castle Shop" and it provides good opportunities for writing and developing art and design.
95. Previous work in geography shows pupils in Years 1 and 2 have been taught appropriate early map work skills. Discussion with Year 2 pupils shows they have good general knowledge and understanding of the world. They can talk about what is attractive about the local area and what they would improve. They like Faversham because it has good shops, especially sweet shops. They do not like the amount of traffic and say it is noisy and difficult to park. They talk knowledgeably about pollution and the need to recycle more. They show good environmental awareness. They have recently visited a local superstore and have questioned the manager. They used the computer to produce charts and graphs from the data they collected.
96. In both these subjects, the school has adapted schemes of work based on national guidelines, which are appropriate in ensuring pupils experience a balanced curriculum. Information and communication technology is used for Internet and CD-ROM research for example on Knights and castles and for displaying data and questionnaires from the supermarket visit.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

97. Only one lesson was seen during the inspection but a scrutiny of previous work and discussions with pupils and staff show pupils' attainment remains in line with national expectations at Year 2. The school has kept abreast of developments since the previous inspection both in terms of increasing teacher expertise and developing resources.
98. Previous work indicates at least sound teaching and learning in all aspects of the subject. Pupils are keen and enthusiastic learners and all are making steady progress in developing their skills, knowledge and understanding. In the observed lesson pupils searched a CD-ROM for information for their history topic on castles. They used the program to support their literacy in using a glossary and writing a story using a choice of options. They have used a data package to show results of investigations in mathematics and science in graphical form and have used various features of an art package to produce work at an appropriate level. By using a controllable toy, they are learning to write simple procedures to make it move in a pre-determined way.
99. The co-ordinator provides good leadership and shows a clear understanding of future development needs. The ratio of computers to pupils is in line with the national average. The school provides a digital camera which is well used to support work across the curriculum. The newly arrived 'smart board' is viewed as an exciting addition to resources and teachers are eagerly awaiting training. The subject enhances pupils' personal and social development as they work well together and support each other's learning. There is a clear policy in place for safe use of the Internet and the use of computers in other subjects is developing well.

## **MUSIC**

100. The attainment of pupils in Year 2 is above that expected for pupils of their age. This is an improvement since the last inspection.

101. Pupils enjoy singing. In assemblies and whole school singing lessons they sing tunefully with clear voices. Music and singing play an important part in school worship. As the pupils enter and leave the hall for assemblies they have the opportunity to appreciate a wide range of music. Pupils know many songs and hymns and memorise the words well. They put appropriate actions to them and in some cases use sign language. During a singing practice the choir sang with great feeling, a very moving song with a difficult rhythm, that they were practising for their Mothers' Day Service.
102. Pupils identify musical instruments and recognise how they are played. For example, a parent who plays a range of brass instruments brought some of them to show to the pupils. Many pupils remembered the names of the ones she had brought the week before, knew what they were made of and explained simply how they were played. They listened spellbound as she played one of them and clapped spontaneously in appreciation when she had finished.
103. Throughout school, all the pupils have opportunities to play a range of untuned and tuned percussion instruments. They handle them well and treat them with care and respect. For example, at the beginning of one assembly a group of pupils were accompanying the taped music on percussion instruments keeping a good rhythm. In the one observed lesson, the pupils were using a good range of instruments to beat out a rhythm while others sang. The pupils also developed a very good knowledge of the difference between the beat and the rhythm of a piece of music. Nearly all of them stamped out the beat very capably with their feet while they clapped the rhythm with their hands. In this lesson, the quality of teaching was good. At the beginning of the lesson the teacher used good questioning to revise previous learning. The lesson moved at a very brisk pace, the teacher had high expectations of performance and very good subject knowledge. As a result, by the end of the lesson most pupils not only had a clear understanding of the beat and the rhythm in a piece of music but were beginning to gain a good idea of musical notation.
104. Although only one music lesson was observed, the same teacher, a musician, takes both classes for music, and the overall quality of music observed during the inspection suggests teaching is good. The teacher ensures that her work is planned to give a good balance of teacher and pupil participation. Music is chosen with forethought.
105. The co-ordinator is the headteacher who is also a musician and manages the subject effectively. Planning, teaching and standards of work are monitored well to give a clear understanding of what is being achieved and what needs to be done to raise standards. Assessments are recorded at the end of each half-term linked to specific areas of the curriculum. Pupils are fortunate in having access to a good range of high quality instruments including those of ethnic origins which enhances their learning. They have a wide range of opportunities to perform in music concerts and festivals and enjoy music played by visiting groups of musicians.

## **PHYSICAL EDUCATION**

106. Only two lessons, one dance lesson and a 'Write/Dance' lesson where pupils learn to write through movement, were observed so it is not possible to make an overall judgement on standards across the whole of the physical education curriculum.
107. The dance lesson had a cross-curricular theme with the history topic as the pupils were using music with a medieval theme as a stimulus for movement. Most pupils expressed their feelings very well as they moved creatively to the stately tone of the music. They worked well in pairs developing a performance which showed a contrast in movements

between a king and a commoner of that time. They were pleased to show their performances and pupils made some pertinent comments after watching them. The quality of teaching in this lesson was good. The teacher had planned the lesson well. She demonstrated good subject knowledge, gave pupils clear explanations and instructions and gave the pupils plenty of time to practise their performances. She singled out individuals and pairs to demonstrate good practice and made very good teaching points from this, so all pupils improved their own performance. She started and ended the lesson appropriately with good 'warm up' and 'cool down' sessions and most pupils recognised the reasons why these were important when exercising.

108. In the Write/Dance lesson, the pupils danced vigorously following the teacher's instructions as they modelled the letter 'C' in the air, stretching their fingers, hands and arms. They explained how their bodies felt, for example, 'My heart is beating faster'. In both lessons the learning support assistants worked very effectively especially supporting pupils with special educational needs and especially those with complex needs who were totally included in all activities.
109. The co-ordinator provides clear leadership. She maintains a good action plan with appropriate priorities for developing the subject. An appropriate scheme of work ensures that pupils' skills are developed systematically as they move through the school. The co-ordinator is developing assessment procedures to record pupils' attainment and progress at the end of each term. All staff have undertaken training courses recently. The hall is just about adequate in size for physical education but because it is used to store equipment such as chairs for dinners, the available space is cut down even further. However, the new extension includes a storage area for physical education equipment and the dining furniture. The school also uses the facilities at the new gym which is within walking distance of the school. The school does not have a grassed area for play and sports activities although the school does have the use of a field for games in the summer. Resources are adequate and the co-ordinator is reviewing the usefulness of the equipment in the hall. The school offers after school clubs in dance and seasonal games which are very popular with the pupils. Pupils with complex educational needs have the opportunity to go swimming and horse riding.

## **RELIGIOUS EDUCATION**

110. Evidence suggests that pupils' knowledge and understanding is above the expectations of the Locally Agreed Syllabus. This is an improvement since the last inspection.
111. Through the ethos of the school, collective worship, personal, social and health education lessons, circle time and religious education lessons, pupils learn to how to care for each other and to live in harmony. Through thoughtful and sensitive teaching they become aware of different religions and beliefs and that everyone is unique and special. They discuss what it means to 'belong' and know the importance of being unselfish when living within a community.
112. The pupils had recently learnt about Buddhism. They remembered many details and said that Buddha was a good person who meditated to 'try and stop people hurting one another'. They knew that he had had an 'enlightening experience' and one pupil explained this as 'turning a light on in your head to tell you what to do'. Another pupil related the Buddhist meditation to Christian Prayer. This clear learning experience, together with a well-presented display of Buddhist religious artefacts gives pupils a firm foundation to begin to understand and respect the beliefs and values of others.
113. Most pupils know the structure of the Bible and have a good knowledge of the key festivals in the Christian Year and many pupils give accurate accounts of what happened to Jesus

at these times. In the observed lesson the pupils were learning about what Christians mean by the term 'miracle'. Having heard the story of Lazarus the pupils gave some very good explanations of how Lazarus' sisters would have felt as he walked out of his tomb alive. The quality of teaching in this lesson was sound. The teacher gave a very good explanation of what a miracle means, and told the story of Lazarus very well, making good use of models to demonstrate the main points. However, the follow up work was not challenging and many pupils did not concentrate fully on this.

114. The co-ordinator teaches both classes for religious education and the evidence from the scrutiny of work suggests that the quality of teaching is often good. A wide range of work is covered in depth and recorded in books. Pupils are learning to give due respect to the values and beliefs of others. because of the teachers' sensitive approach to the practices and teachings of Christianity, Buddhism and other world religions,

115. The subject is managed well. The co-ordinator has reviewed the policy to ensure it is in line with the agreed syllabus. She is developing assessment procedures to record pupils' attainment. Resources are suitable, accessible and displayed and handled with due respect. The co-ordinator is building these up to meet the needs of the religious studies of the agreed syllabus.