

HAWKHURST CE VA PRIMARY SCHOOL, URN 118602

Changes to inspection report as a result of revised guidance on judging governance

Page 7, Leadership and Management and the corresponding paragraph in the Summary for Parents

The final three sentences should be deleted and replaced with:

'The governing body of Hawkhurst School makes a good contribution to developing the educational vision and direction of the school. Because of their regular visits to classrooms and their work with the headteacher, they have a good understanding of the strengths and weaknesses of the school. They are supportive of the school while at the same time holding it to account for its overall provision. This is good governance. The governors do not meet statutory requirements for the information that they should provide for parents in the school prospectus and in their annual report to parents. This is less than satisfactory. However, this does not impact on the achievement of pupils or on the standards that they reach. Overall the governance of Hawkhurst School is good.'

Page 16, Leadership and Management

Delete the sentence: 'The contribution of the governing body has many strengths, but when judged by Ofsted criteria it is less than satisfactory' and replace with: 'The contribution of the governing body is good'.

Page 29, Part D: Summary of the main inspection judgements table

The score for the governance of the school should be changed from 5 to 3.

INSPECTION REPORT

HAWKHURST CHURCH OF ENGLAND PRIMARY SCHOOL

Hawkhurst, Kent

LEA area: Kent

Unique reference number: 118602

Headteacher: Mrs Janet Adams

Lead inspector: Mr Paul Evans

Dates of inspection: 20th – 23rd October 2003

Inspection number: 256365

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 189

School address: Fowlers Park
Rye Road
Hawkhurst
Cranbrook
Kent
Postcode: TN18 4JJ

Telephone number: 01580 753254
Fax number: 01580 752846

Appropriate authority: Governing body
Name of chair of governors: Mrs Barbara Weeden

Date of previous inspection: January 1999

CHARACTERISTICS OF THE SCHOOL

Hawkhurst Church of England is a smaller than average school which provides education for 189 pupils, 98 boys and 91 girls. The great majority of pupils live in the village of Hawkhurst, but a small number travel from further away. The proportion of pupils who have been identified as eligible for free school meals is below the national average. There are a small number of pupils who are travellers, and traveller support is used as appropriate. There are no pupils for whom English is an additional language, and a very small proportion come from an ethnic minority background. The proportion of pupils on the school's register of special educational need and the proportion with a statement of special educational need are both in line with the national average. Children's attainment on entry to the school varies from year to year but is average overall. There has been a 75 per cent change in teachers in the past two years and 30 per cent of pupils have joined or left the school other than at the usual times in the last year. The school had a falling roll until January 2002 but it has been steadily rising since then.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20737	Mr Paul Evans	Lead inspector	Foundation Stage curriculum, science, physical education, religious education
9542	Mr Brian Jones	Lay inspector	
32614	Mrs Marion Hunter	Team inspector	Special educational needs, mathematics, information and communication technology, geography, history
32390	Mrs Jenny Stratton	Team inspector	English, art and design, design and technology, music

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of Hawkhurst Primary School is satisfactory. This is a happy and improving school with a good ethos. Good teaching ensures that all pupils now achieve soundly and are adequately prepared for the next steps in their education. However, there is much ground to make up as pupils' standards have not been promoted well for a number of years. The school has now begun to put this right. Medium and long-term planning are not yet developed for foundation subjects. The monitoring of teaching and learning by subject co-ordinators is not fully in place due to the high level of staff changes. The sound assessment systems and monitoring of performance data contribute satisfactorily to pupils' success, but the information gathered is not yet fully used to promote pupils' achievement. The very good vision and leadership of the headteacher are promoting improving leadership and management in the rest of the school. The school promotes very good attitudes and good behaviour among all its pupils. **It provides satisfactory value for money and offers a sound and improving level of education to all its pupils.**

The school's main strengths and weaknesses

- The very good educational vision of the headteacher and her skills in teambuilding and prioritising issues for action are central to the improvement being made in the school.
- The headteacher's commitment to equality of opportunity and the needs of individual pupils is very good.
- The use of ICT to help pupils to learn other subjects is good.
- The teaching of mathematics is now good throughout the school.
- There is good provision for learning for children in the Foundation Stage and for those with special educational needs.
- High staff turnover and pupil movement have presented barriers to pupils' learning.
- The National Literacy Strategy and the National Numeracy Strategy have now been introduced. However, standards in literacy at the end of Key Stage 1 are not being raised.
- Medium- and long-term planning of the curriculum are not in place for foundation subjects.
- There are inconsistencies in marking, assessment and the use of assessment to match work to pupils' levels of achievement.
- The monitoring of the quality of teaching and pupils' achievement is not fully in place.
- The governing body does not meet statutory requirements for information in the school prospectus or the annual report to parents.

Since the last inspection the school has made good improvement. The National Literacy Strategy and the National Numeracy Strategy have been implemented very recently and standards improved in 2003. The best improvements have been in the building, teaching and learning, leadership and management, and the curriculum. Many of the key issues raised in the last inspection report have been dealt with well.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2000	2001	2002	2002
English	C	C	E	D
Mathematics	D	E	E	E
Science	C	B	E	D

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

Pupils achieve well in the Foundation Stage. Overall achievement at the end of Year 2 is satisfactory, except in English. Achievement by the end of Year 6 is satisfactory. The attainment of children joining the school fluctuates from year to year but is **average overall**. Children in the Foundation Stage reach standards that are **above expectations** by the end of the reception class in all areas of learning except communication, language, literacy and mathematical development, where they are in line with expectations. **At the end of Year 2, standards in English are below expectations and many pupils are underachieving** because of marked differences between classes in the quality of teaching in literacy. Standards in mathematics and science are average at the end of Year 2. Standards at the end of Year 6 are average in English, mathematics and science. The new headteacher has been hampered in her teambuilding by a 75 per cent turnover in staff since she joined. Thirty-three per cent of pupils joined or left other than at the usual times in the past year, and this has presented a barrier to learning and achievement. The unconfirmed results of 2003 national tests show a significant improvement at the end of Year 6.

Pupils' attitudes **are very good**, behaviour **is good** throughout the school and their spiritual, moral, social and cultural development **is good overall**.

QUALITY OF EDUCATION

The quality of education provided by the school **is satisfactory. The quality of teaching is generally good, with some examples of very good teaching.** A very small percentage of teaching is less than satisfactory. Teachers throughout the school establish high-quality relationships with pupils and generally provide interesting activities. The ethos of the school is good. Pupils respond well and have very good attitudes to their work. Except in literacy in the infants, the quality of learning is good throughout the school.

The quality of the curriculum offered to pupils **is good**. There is a good range of extra-curricular activities. Pupils are well cared for and receive **good support and guidance**. Procedures for child protection, health and safety **are good**. The school has **good links with parents and very good links with the community**.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher **are very good**. The headteacher has a very good educational vision for the school and is beginning to promote **improving leadership and management** amongst the new staff. However, a high level of staff change and some staff illness have slowed this improvement. Financial management and monitoring are good and governors know the strengths and weaknesses of the school. Many aspects of governors' contributions are good. However, governors do not meet their statutory duties for information in the school's prospectus or in the annual report to parents. Consequently, their contribution is deemed to be less than satisfactory overall when judged by OFSTED criteria.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. In questionnaires, at their meeting with the lead inspector and when spoken to during the inspection, parents were complimentary about the school.

Pupils are pleased with their school. They are particularly delighted with the new building. They have great confidence in all adults working in the school. Their questionnaires show that a small minority of pupils, both older and younger, do not think that lessons are fun or that other children behave well. Inspection evidence shows that behaviour is good and most lessons are interesting.

IMPROVEMENTS NEEDED

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

- raise standards in literacy at the end of Key Stage 1
- implement the school's planning to fully develop long- and medium-term planning of the curriculum in foundation subjects
- raise the quality of marking to the highest levels seen within the school. Fully implement the school's planning for the assessment of pupils' progress and use this information to set work for pupils of different levels of ability and achievement
- fully implement the school's planning to enable subject co-ordinators to regularly and rigorously monitor the quality of teaching and learning, pupils' achievement and the standards that they reach in their subjects
- ensure that the governing body fully meets the statutory requirements for information in the school prospectus and the annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

All groups of pupils in the **Foundation Stage achieve well**. Achievement in Years 1 and 2 is sound and standards at the end of Year 2 are satisfactory in mathematics, science and ICT. Standards in reading and writing are less than satisfactory because of some less than satisfactory teaching of literacy. **Achievement in Years 3 to 6 is sound and improving**, based on pupils' levels of ability and their previous achievement.

Main strengths and weaknesses

- The new headteacher has established a climate of improvement.
- At the end of Year 2 in the 2002 national tests the school's results were well below the national average in reading and mathematics. They were in the lowest 5 per cent nationally in writing.
- At the end of Year 6, standards in English and science have been average until 2002, when they fell overall.
- Standards in mathematics were well below average in 2001 and 2002.
- The unconfirmed results of 2003 national tests show a significant improvement in all three subjects at the end of Year 6.
- All children in the Foundation Stage achieve well in all six areas of learning.
- The use of ICT to teach other subjects is well developed.
- The school's priority to raise standards in literacy and numeracy is having a positive effect in almost all classes.
- There are high expectations of pupils' attitudes to their work and their behaviour.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	13.3 (15.2)	15.8 (15.7)
Writing	10.9 (11.9)	14.4 (14.3)
Mathematics	14.0 (14.6)	16.5 (16.2)

There were 24 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	24.7 (27.5)	27.0 (27.0)
Mathematics	24.5 (25.3)	26.7 (26.6)
Science	26.7 (29.2)	28.3 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year

Commentary

1. Children's attainment is **average** when they join the school. Children in the Foundation Stage exceed the expectations in most areas of the Early Learning Goals for their age (ELGs) because of good provision, high expectations and good teaching.
2. The 2002 national test results show that by the end of Year 2 in reading and mathematics pupils' standards were well below the national average. In writing standards were in the lowest 5 per cent nationally. In comparison to those in schools with a similar entitlement to free school meals, these results were in the lowest 5 per cent nationally in all three subjects. Teacher

assessments in science showed that the percentage of pupils reaching Level 2 and above was below the national average. The percentage who reached the higher Level 3 in reading, mathematics and science was low.

3. This low level of achievement was caused by the fact that, until the new headteacher joined the school in 2002, the National Literacy Strategy and the National Numeracy Strategy had not been introduced by the school. These are now in place, but, because a small number of teachers in the infants still have difficulties implementing the National Literacy Strategy, standards are not improving and many pupils are underachieving in reading and writing at the end of Year 2. Standards in mathematics are improving and standards in science are now in line with expectations. These improvements, implemented by the headteacher, are reflected in pupils' achievement in these areas, but time has been too short for significant improvement to be seen.
4. In 2002, by the end of Year 6 standards in English, mathematics and science were well below the national average. Again the very late introduction of the National Literacy Strategy and the National Numeracy Strategy has caused underachievement, but the unconfirmed results of the 2003 national tests in English, mathematics and science show significant improvement. The percentage of pupils reaching the higher Level 5 in 2002 was low compared to national averages. The school has exceeded all its targets for Level 5 in both English and mathematics in the 2003 unconfirmed results. This is significant improvement and shows how the introduction by the headteacher of the National Literacy Strategy and National Numeracy Strategy is already having the effect of raising standards and pupils' achievement.
5. There is very good commitment to equality of opportunity throughout the school, and pupils with special educational needs make the same progress as their classmates because of the good work of the co-ordinator for special educational needs (SENCO), the very good support offered by teachers and learning support assistants and the use of the well-written individual education plans in lessons.
6. Standards are now average throughout the school in mathematics and science. Standards in English are below average at the end of Year 2 and average at the end of Year 6. Standards in information and communication technology (ICT) are in line with expectations at the end of Year 2 and Year 6, and ICT is well used in the teaching of other subjects. This has the effect of raising pupils' standards and promoting their achievement across the curriculum. Standards in art and design, design and technology, history and geography are in line with expectations at the end of Year 2 and Year 6. Standards in religious education throughout the school meet the expectations of the locally agreed syllabus.
7. Music, history, geography and physical education were sampled during the inspection, but from looking at the school's and the teachers' planning and pupils' past work it is judged that standards in these subjects are satisfactory. Pupils' achievement in these subjects is satisfactory overall. Improvement since the last inspection has been sound.

Pupils' attitudes, values and other personal qualities

Good spiritual, moral, social and cultural provision results in **very good** attitudes and relationships, and **good** behaviour. Attendance is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

- Pupils are very interested in their learning and the many clubs provided.
- Very good social provision helps pupils work together well in class.
- The school's positive behaviour policy, with its 'golden rules', encourages very good behaviour.
- The provision for pupils' spiritual and cultural development has improved.
- The school council contributes well to pupils' sense of responsibility.

Attendance

Authorised absence	
School data:	4.3
National data:	5.4

Unauthorised absence	
School data:	0.1
National data:	0.5

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

Commentary

8. Attendance is satisfactory. In 2002/03 it was 94.4 per cent, above the most recent national average, but 1.2 per cent lower than in the previous year. Long-term illness and stays in hospital are the reason for half of this increase in absence. The other factor is the lure of discounts for holidays taken in term-time. The school works hard to discourage this and has sound procedures to improve attendance. Parents give good support. Punctuality is good and lessons start promptly.
9. Spiritual provision, unsatisfactory in the previous report, has improved. This helps pupils develop very good attitudes to the school and their learning. They experience moments of awe and wonder in different subjects, with music playing an important part. The new site makes pupils very aware of the natural world. They are proud of their secret garden, and eager to see the changes as plants grow and seeds come up. Pupils participate enthusiastically in the clubs for sports, languages and performing arts. Very good social provision enables pupils to work together well in classes, groups and pairs. Younger and older pupils get on very well together. Year 6 pupils are monitors for the Reception children, who are already getting to know one another. Year 6 pupils are House Captains and 'playground buddies', looking after younger children in the playground. Year 2 pupils are also 'playground buddies'. Every class, including Reception in the summer term, elects two councillors. They present the class's opinions to the school council, which voted for (and obtained) extra playtime equipment. The council enhances pupils' sense of responsibility and citizenship.
10. Cultural provision has improved since the previous inspection. The school has extended pupils' experiences of music, drama, art and ecology. For example, a poet, an illustrator and a storyteller successively brought in the magic of their crafts. The previous report noted a weakness in multicultural provision. This is now satisfactory. Teachers and pupils take part in Black History Month. Pupils are getting a better understanding of the multicultural world in which they live. Year 5 pupils are aware of synagogues and Shabbat. In their homework Year 6 pupils research the life of Mohandas Gandhi.
11. Very positive procedures for encouraging good behaviour help pupils to behave well in lessons. They understand the difference between right and wrong. They respond well to the 'golden rules' and rewards for good work and behaviour. There are sanctions if a pupil does not behave well. The school made one exclusion last year. Parents are confident that bullying is very rare, and that the school resolves difficulties quickly if they happen.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	186	1	0
White - other White background	1	0	0
Other ethnic group	2	0	0
No ethnic group recorded	4	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is now satisfactory and is improving. The quality of teaching and learning is good. Pupils are soundly prepared for the next stage of their education.

Teaching and learning

Overall teaching and learning for all pupils throughout the school are good. This shows good improvement since the last inspection, when they were satisfactory.

Main strengths and weaknesses

- The school has worked hard to implement the National Numeracy and Literacy Strategies. This has sharply focused the teaching and improved pupils' learning.
- The quality of teaching in lessons is now good overall.
- There is inconsistency in the teaching of literacy in infant classes in a minority of lessons.
- Behaviour is well managed and pupils concentrate and work hard.
- Teaching assistants play an important role in supporting pupils with special educational needs.
- The marking and assessment of pupils' work are not sufficiently detailed to identify the next step.
- Short-term planning is now established, but the school has not yet fully developed medium- and long-term planning to help pupils' progress and achievement.

Commentary

12. The introduction of the National Numeracy and Literacy Strategies has meant that there is now a consistent approach to teaching and to pupils' learning expectations throughout the school. Individual lessons are well planned and there is a brisk pace which means that pupils concentrate and work hard. All lessons start with the identification of WALT - 'we are learning that' and WILF - 'what I am looking for', which means that everyone understands the purpose of the lesson. At the end of the lesson the class discuss their learning, and the next steps are identified. This promotes pupils' understanding of how they are learning and has the effect of raising their levels of achievement.
13. The headteacher has promoted a high level of staff development in literacy. However, a small number of teachers in the infants are still not able to deliver the National Literacy Strategy to a high enough standard to promote pupils' learning and achievement well.
14. Teachers work with a range of methods and resources; for example, pupils use individual whiteboards, ICT techniques and role-play. They work in pairs and groups as well as using conventional written methods. These different methods engage pupils' interest and motivation

and give them the opportunity to be practically involved in learning, helping them to concentrate and work productively. Regular homework supports work done in class and provides good preparation for future work.

15. Teachers skilfully use questions which help pupils understand their work and give opportunities to reflect and talk about learning. Sometimes the questioning and work set are not accurately matched to the ability of individual pupils and this means they are not working at the correct level.
16. Relationships between adults and pupils are good, and pupils feel confident about 'having a go' at answering questions. This helps them think carefully and apply themselves, and has a very positive effect on learning. Behaviour is well managed and pupils understand expectations, so they work hard and do not waste time. Teaching assistants work very closely with teachers and the support that they give pupils, especially those of lower ability and those with special educational needs, promotes their learning and achievement very well.
17. The tracking of pupils' progress is at an early stage in the school. The scrutiny of pupils' work showed that the marking and assessment of work are inconsistent and therefore rarely provide guidance for pupils or inform planning for future teaching.
18. The planning of individual lessons is good, but medium- and long-term planning in some subjects is not fully developed. This means there is no way of ensuring that all areas are effectively covered throughout the school, and it is difficult to track pupils' learning and achievement or to assess their progress. The school's development planning shows this as a priority area for development.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	14	7	1	0	0

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

The curriculum

The curriculum is broad and balanced and meets statutory requirements. Provision for children in the Foundation Stage is good and the provision for pupils from Year 1 to Year 6 is good. There has been **very good improvement** in curriculum provision since the last inspection.

Main strengths and weaknesses

- Good provision is made for children in the Foundation Stage.
- The implementation of the national strategies for literacy and numeracy is making a significant contribution to raising pupils' achievement in these subjects by the end of Year 6.
- The improvement in the school's accommodation since the last inspection has had a very positive effect on the curriculum.
- Resources for teaching and learning are good.
- Good provision is made for pupils with special educational needs.
- The range of extra-curricular activities, educational visits and visitors is good.
- Good improvement in levels of skill in ICT is having a positive impact across the curriculum.

Commentary

19. The curriculum for children in the Foundation Stage is good. The environment, resources and display support this good provision. Staff carefully plan a variety of activities following the Stepping Stones that lead to the Early Learning Goals for children of this age. This provides them with a firm base for their future learning.
20. The national strategies for literacy and numeracy and additional support offered through a range of intervention programmes and booster classes have been well implemented. They reflect the school's priority to raise standards in these subjects and are having a significant impact on raising pupils' achievement by the end of Year 6. Since the last inspection improvements have been made in the provision for ICT and religious education. The school now meets the requirements of the National Curriculum in all subjects.
21. There has been excellent improvement in the standard of accommodation since the last inspection. The new school building provides large, well-equipped classrooms with good display areas, flooded by natural light. There are good-sized areas that are well used for group work. The grounds are large with a good games and sports area to support pupils' physical development. The newly planted 'Secret Garden' will provide further benefit for teaching and learning as it matures. Resources are satisfactory overall, with the provision for mathematics, science and physical education being good.
22. Teaching assistants make an important contribution to pupils' learning. Their additional support and skilful interventions ensure that pupils with special educational needs are totally involved in lessons. Outside agencies work in close partnership with the school to ensure that all pupils fully access the curriculum.
23. A good range of clubs including art, music, thread work, ICT, football, netball, cooking, languages and recorders appeal to the interests of pupils. The school arranges visitors to enrich the curriculum, and pupils have taken part in drama workshops and listened to talks on fire and road safety, cultural speakers, musicians and poets. They also gain a wider view of their subjects through educational visits. Trips have taken place to Hever and Dover Castles, and Years 5 and 6 participate in a residential visit to the Isle of Wight.
24. Teachers plan how to use ICT across the curriculum and this is having a positive impact on pupils' learning. Teachers provide good role models for pupils when they use ICT as a teaching aid effectively. In a Year 6 geography lesson pupils benefited from a PowerPoint presentation on Chamonix in the Alps and a Year 4 art lesson was launched with a PowerPoint presentation on design. Pupils show that they are developing good skills and use ICT to support work in history, geography and mathematics.
25. The school provides effectively for personal, social and health education, including citizenship. It has a good policy on sex education.

Care, guidance and support

With the benefit of its new site, the school provides **good care** for pupils. Guidance and support are **satisfactory**.

Main strengths and weaknesses

- The high-quality new building on an extensive site and good procedures have brought about significant improvements in health and safety.
- There has been good recent progress in the school's monitoring.
- The school values pupils' opinions as expressed by the school council, and acts on them.
- The headteacher and her staff know the pupils well and listen to them.
- An old area of fencing is a potential health and safety risk.

Commentary

26. Since the previous report the school has improved significantly the care it provides for pupils and adults. Until June 2003 the school was on two separate sites. Neither building was up to date with modern requirements. Arrangements for health and safety are now good. This is a very good improvement since the last inspection. The headteacher and governors consulted closely with the builders of the new school, giving a high priority to health and safety. The school has tried repeatedly but unsuccessfully to resolve a serious concern. An objection prevented the local authority from installing a high, close-meshed fence between the field and a house nearby. The old fencing is in poor condition and it requires urgent replacement.
27. Effective leadership has improved the school's academic monitoring. The use of assessment was unsatisfactory at the time of the last inspection. Good recent progress has brought this up to a satisfactory level. The system establishes targets for groups and individuals which satisfactorily promote their learning and achievement. The present focus is on literacy and numeracy and the school's development planning shows that it is now to be applied to science. In the Foundation Stage, staff work with small groups of children to assess their progress. Pupils with special educational needs achieve the targets in their individual education plans.
28. Personal monitoring and support are satisfactory. Parents are confident that their children can talk to an adult at school if they have a problem. The headteacher and staff know their pupils well. The school has strong procedures to deter and resolve bullying. The school council has been in place for a year and it is already raising pupils' confidence, knowing that their opinions matter to the school. Two pupils in every class from Year 1 upwards are councillors. Two Year 6 pupils are chair and secretary of the council. The deputy headteacher helps pupils develop confidence in speaking and voting. Councillors canvass their class's ideas and opinions conscientiously. The council strengthens all the pupils' understanding of citizenship.

Partnership with parents, other schools and the community

Good, improved links with parents and other schools and **very good links** with the community greatly benefit pupils' learning and achievement.

Main strengths and weaknesses

- The new headteacher has improved the links with parents, who now provide good support for their children's learning.
- The school has improved the quality of information for parents and responds positively to their suggestions.
- The parents' and teachers' association involves pupils in most activities, and this enhances their social confidence and maturity.
- Very good links with the community give pupils a wider view of the world.

Commentary

29. The good partnership with parents contributes positively to their children's learning. Until recently, the infants and juniors were on two different sites. The headteacher now greets parents as they arrive at school. Parents help in classrooms and on educational visits. They support homework well. The parents' and teachers' association has a lively programme of social events. Most enhance pupils' social development. For example, boys and girls model clothes at the fashion show. This raises their self-confidence and their ability to perform in front of large audiences.
30. Information for parents is satisfactory overall, with good features. The new curriculum evenings attracted 12 parents to the first session and 30 to the second. The 'keeping up with your child

in numeracy' course has 15 parents each week. Parents meet the class teacher every term. Annual reports use gradings and individual comments on children's achievements. The school issued its own parental questionnaire and responds well to parents' views and suggestions. The prospectus and the governors' annual report to parents are clear and well presented. However, both documents lack statutory information, as was the case in the previous report. These have not had adverse effects on parental links.

31. Very good partnerships with the community give pupils a wider view of the world than at the time of the previous inspection. At the planning stage the parish council looked at pupils' paintings showing their vision of their new school. Villagers flocked to an open evening to see the finished accommodation. Staff from a local supermarket dedicated a three day team building exercise to create a 'secret garden' for pupils. Visitors frequently come into school and pupils go out on visits. A trip to Drusilla's Zoo extended the infants' knowledge of animals. A week at an outdoor activity centre on the Isle of Wight gave pupils in Years 5 and 6 an added sense of responsibility. Visitors to school include a bishop, a string quartet, writers, musicians, actors and coastguards. There are good links with local schools. Children at two local pre-schools come to Hawkhurst in the summer term and Foundation Stage staff offer pre-school visits. Hawkhurst shares training and expertise with other primary schools in the local consortium. Year 6 pupils have taster and induction days with the local secondary school. They know it already from their much appreciated lessons in its swimming pool. Students from three teacher training institutions have helped in classes in the past year. All these activities enrich pupils' learning and promote good achievement.

LEADERSHIP AND MANAGEMENT

Overall the quality of leadership and management **is satisfactory**. The leadership and management of the headteacher **are very good**. The contribution of the governing body has many strengths, but when judged by Ofsted criteria it is less than satisfactory. There has been **good improvement** since the last inspection.

Main strengths and weaknesses

- The very strong leadership offered by the new headteacher is pivotal to the school's success.
- The headteacher's very good vision is shared by staff and governors who are all committed to raising standards.
- A well-written school improvement plan provides a clear direction for the school.
- The role of the subject co-ordinator is still underdeveloped.
- The governing body provides good support for the headteacher and school improvement.
- The governing body does not fulfil all statutory duties in reporting to parents.
- Good financial management procedures are in place.

Commentary

32. The school is very well led by a diligent and committed headteacher who has been in post for 20 months. She has quickly established good working relationships with her professional colleagues and with members of the governing body. The headteacher's vision and drive to raise achievement and improve the quality of education inspire the whole school community. She has shown an ability to identify appropriate educational priorities to achieve higher standards and effective teaching, and this provides a common purpose. This is why there has been good improvement in key areas of the school that account for the increase in standards achieved by pupils at the end of Year 6.
33. The school improvement plan is a very good tool for promoting better standards of provision. When the headteacher arrived there were many areas of the school that required attention. A strength of the school's planning is that it has prioritised the main areas to address in order to promote improving standards. Most of the areas for improvement raised in this report are

included in the school's plans. The school improvement plan is a powerful tool for raising pupils' standards and their overall achievement.

34. The roles of the senior management team and subject co-ordinator are still being developed. A deputy headteacher has recently been appointed and is well placed to support the work of the headteacher, taking responsibility for areas of school development. The co-ordinators are all new to post and are very keen to move their subjects forward. While there have been developments and they are beginning to monitor planning and analyse standards, the use of this information is yet to have an effect on pupils' standards and their achievement.
35. There is good capacity for further improvement. There is now a need to fully implement the school's planning to ensure that subject co-ordinators regularly and rigorously monitor and evaluate educational provision and measure its effect on standards in their subject. The school works closely with the local education authority and partner schools to provide staff with valuable training opportunities. This has a positive effect on the achievement of pupils and the standards that they reach.
36. The governing body is effective in supporting the school in its work. Members of the governing body attend the annual school development plan 'away day' with teaching staff and parents. This enables them to play a full part in planning priorities. Committees are well established to address their responsibilities. Two governors are assigned to each class and this puts them in a strong position to raise issues and monitor the impact of school initiatives. The governing body does not currently meet all statutory requirements in reporting to parents.
37. The headteacher and governing body have worked hard to address a key financial barrier to raising achievement at the school. A substantial claw-back by the local education authority, due to previous 'misjudgement' of the number of pupils, resulted in a deficit budget. A good four-year plan is now in place to rectify this situation. The finance committee monitors expenditure and is closely involved in setting the school budget plan. Finance planning is good and focused on well-defined educational priorities.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	396,678
Total expenditure	419,557
Expenditure per pupil	2,219

Balances (£)	
Balance from previous year	5,300
Balance carried forward to the next	-17,579

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. **Provision for children in the Foundation Stage is good** and has improved significantly since the last inspection. Children exceed the expected standards for children of their age (Early Learning Goals) in all areas of learning except for communication, language and literacy and mathematical development where they reach expected standards. They are prepared well for transfer to Year 1. Attainment on entry to the school fluctuates from year to year but is average. The children enter reception in the September before they are five, and at the time of the inspection most were attending full time, with a small number attending part time either in the morning or the afternoon. The children are taught in a dedicated reception class. The quality of teaching is good in all areas of learning and the curriculum is well planned to match the needs of all the children. Because of this all achieve well.
39. It is a strength of the provision in the Foundation Stage that all areas of learning are covered in almost all sessions, with children being directed to a new area of experience every 20 to 30 minutes. This helps to promote their close involvement in their activities as there is regular change and so a high level of enjoyment and excitement. This promotes their learning and achievement well. All adults present very good role models for the children and manage them very well. The number of staff is good, and the class teacher and the learning support assistant work very well as a team. The accommodation inside and outside the new building is very good and provides very good areas for teaching and learning in all areas of learning for these young children. Resources for teaching and learning are very good for all six areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is good.

Main strengths and weaknesses

- Every opportunity is taken to enhance children's development, and they are on target to exceed the expected goals as a group by the end of the year.
- Relationships between staff and pupils, and between pupils, are very good.
- Children mature quickly and begin to take responsibility for their own learning.

Commentary

40. The personal, social and emotional development of the present reception class is in line with expectations for their age. A few of the youngest part-time children have underdeveloped social skills and find it hard to concentrate, as they tire easily. The high expectations of children's behaviour have an immediate impact. Children quickly learn what is expected of them and respond well. Their attitudes to all their work are very good and behaviour is good. The teacher and the learning support assistant work very well as a team, which provides a very good role model for children when working together. The working atmosphere is good and has a positive impact on the learning and achievement of all children. They show real interest in their work and develop good powers of concentration.
41. Because of the friendly, supportive atmosphere established by the teacher and the learning support assistant, children become secure and self-confident. In turn this has a positive effect on the way that they develop good skills of co-operation and collaboration when they work together. This is regularly seen when they play together in the 'doctor's surgery' and when undertaking exciting activities in the very good outside area. This growing maturity impacts well on their learning and achievement.

42. Because of the teacher's expectation that children will take responsibility for their own learning, they develop a mature attitude to their work from the start. They know when they will be asked to select their own choice of work during 'child-initiated activities', think about their choice beforehand and stick to their chosen tasks well, showing good concentration and co-operation with their classmates

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Experiences for all areas of communication, language and literacy are planned into all lesson themes.

Commentary

43. As a group children generally join reception with skills in communication, language and literacy which are below expectations for their age. Inspection evidence shows that the majority are on course to meet the expectations in this area of learning by the time that they join Year 1. This represents a good level of achievement. Already children are making good progress as a result of the many opportunities they are given to talk and listen. They learn to 'read' while following the development of stories led by their teacher. They begin to write letters and numbers guided by good support materials. The teacher and the learning support assistant watch small groups of children during each activity, making very good assessments of their progress and achievement. This information is well used to ensure that children make continuous progress in their speaking, development of vocabulary and the early skills of reading and writing.
44. The very good relationships mean that children have the confidence to talk, and their teachers value what they have to say. Children enjoy books, and listen attentively when a story is read to them. For example, when the teacher read the story of *Handa's Surprise* the children listened intently as she read with real expression. This created an atmosphere of fascination in the differences between their lives and Handa's, and they asked perceptive questions. Looking at planning and children's work shows that there is a good emphasis on the recognition of sounds to help children learn to read and write.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- The teacher plans a wide range of activities to support learning, which ensures that children achieve well.
- Opportunities for mathematical development are well planned into almost all themes in the classroom.

Commentary

45. Children join the reception class with mathematical skills that are below expectations for their age. By the time that they join Year 1 almost all will have achieved the Early Learning Goals in this area. This is a good level of achievement. Most children are able to count to five. Some count beyond this and one child stood alongside an inspector and read numbers from a chart on the classroom wall, stopping and moving to his chosen activity when he reached 27. Teachers use a variety of number rhymes and songs to help children count; for example, *Ten*

Green Bottles was sung at the beginning of the morning's activities and the teacher extended this to teach children to count forwards and backwards to ten. Looking at children's work and talking to them show that they make good progress in their knowledge and understanding of numbers and in the development of mental skills of calculation. In many activities that are not specifically number-based, children use their knowledge and understanding of numbers to count objects such as quoits in the outdoor area. The teacher plans a good range of activities in mathematics which ensures that children retain their interest and enjoy their learning in the subject.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area.
- Well-directed questioning is used very effectively to enhance the children's knowledge and understanding of the world about them.
- Children use computers regularly.
- Many sessions include development in more than one area of learning.

Commentary

46. Children join the school with a knowledge and understanding of the world which are in line with expectations for their age. By the time that they join Year 1 almost all exceed the goals for children of this age. This shows good learning and achievement. A good variety of appropriate interesting activities is planned to stimulate children's curiosity and enhance their understanding. For example, after reading the story of *Handa's Surprise* as a class, groups of children worked with their teacher to compare and contrast their own village of Hawkhurst with Handa's village in Africa. The teacher used well-directed questions to prompt children to talk about what they could see in the illustrations, and compare and contrast that with their own village. This contributed very well to their learning, their achievement in knowledge and understanding of the world, and in their multi-cultural development. At the same time the support assistant worked with other groups on physical development in the very good outside area, teaching them how to carry objects on their heads as Handa carried her basket of fruit. Other groups worked independently writing 'letters' to Handa.
47. This good teaching included good cross-curricular learning, high-quality questioning and good teacher and learning support assistant knowledge and understanding of the needs of the group and of individual children. The learning and achievement are good and children made good progress not only in knowledge and understanding of the world but also in communication, language, literacy, physical development, and personal and social development. The activities planned for this area of learning emphasise again the way that all areas of learning are developed effectively alongside each other. The teacher plans to include the use of computers in almost all sessions, and children are often seen using them in sessions such as this.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses

- The teacher makes very good use of the easily accessible and very well resourced outside area.
- Planning for physical activities is included in all lesson themes.
- The very good outdoor area offers a safe environment for children's physical development.

Commentary

48. Several times the children were observed undertaking outdoor activities as a part of the teacher's planning for the session. For example in 'child-initiated' activities, one of the options is to work outside. When this happens groups work outside specifically on their physical development, using the very good range of slides, tubes and other large play equipment. They are very well supported by the very good learning support assistant, who has the same high expectations of children's attitudes and behaviour as the teacher, which results in making good progress in their personal and social development as well. The outdoor area is easily and constantly used to extend the classroom into the outdoors, except in the worst weather. Health and safety are very good in the outdoor area as it is completely covered with safety flooring. Children develop their manipulative skills well by handling dough, scissors and brushes, and manipulate small construction equipment with growing dexterity.

CREATIVE DEVELOPMENT

Provision for creative development is good.

Main strengths and weaknesses

- The multi-task sessions provide very regular creative experiences for children.

Commentary

49. In all sessions seen, children were involved in creative activities. They made models of hedgehogs or of their own houses, using a good range of materials and good cutting and joining skills. Several designed and built farms, garages, rockets or other models when the session was 'child-initiated' and not linked to a particular theme. They learn to use pencils and paints creatively. During these sessions the teacher and the learning support assistant move around the different groups showing children how to hold pencils or brushes correctly and always promoting high levels of behaviour and co-operation. This promotes children's learning and achievement, not only in their creative development but also in their personal, social and physical development.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- The standard of reading and writing in Year 2 is below national expectations.
- The quality of teaching is sound overall.
- The learning objectives for lessons are always specific and shared with the pupils so that they are clear about the purpose of tasks.
- Some marking in the school is of high quality.
- The co-ordinator supports staff well, but there is little effective monitoring of the subject.

Commentary

50. The quality of provision and the standards that pupils achieve have improved since the last inspection. Until four terms ago the school had not implemented the National Literacy Strategy. It is now fully implemented throughout the school and is presently having a much greater impact in junior classes, where standards are rising significantly and pupils achieve satisfactorily. There are significant inconsistencies in the implementation of the National

Literacy Strategy between infant classes which are resulting in no improvement in national tests at the end of Year 2, and many pupils are underachieving. The school is aware of these inconsistencies and is planning to rectify them.

51. The quality of teaching of English across the school is sound. However, in a small number of infant classes the National Literacy Strategy is not delivered adequately and pupils are underachieving in reading and writing. In most cases teachers have good subject knowledge and plan lessons well. They all make sure that pupils know what they are expected to learn and how this links to previous learning. In most cases pupils are provided with opportunities to learn to write in different styles, for example letters, poems, news reports, adverts, leaflets, instructional writing and stories. With support from teachers and teaching assistants, pupils carefully consider the overall structure of their writing, for example setting, characters and plot, when writing stories. In the best lessons high teacher expectations result in good work and this promotes good learning and achievement. For example, Year 3 pupils produced thoughtful poetry inspired by their history work on World War II. By Year 6 most pupils read fluently and expressively, and enjoy a range of authors and genres. A handwriting scheme is followed and as a result most pupils develop neat, joined handwriting. Homework on reading, spelling and writing effectively supports pupils' progress.
52. The marking of work is regular and sometimes includes praise for pupils' efforts and occasionally gives them written guidance as to what they should do to improve further. Not all marking reaches this high standard and opportunities are missed to promote pupils' learning and achievement.
53. The leadership and management in English are sound. The co-ordinator has good knowledge and understanding of the subject and has provided training and support for colleagues. She recently organised a successful book week which had the effect of raising pupils' interest in books and their enjoyment of reading. She has plans for the subject's further development which are included in the school's improvement plan. These include updating the policy for English and rigorous monitoring to ensure a consistent approach to marking across the school and the teaching of reading and writing in infant classes. The school library and newly-purchased resources support this area of learning well.

Literacy across the curriculum

54. The provision for literacy across the curriculum is satisfactory. Speaking, listening, reading and writing skills are promoted effectively. In many lessons teachers provide opportunities for pupils to discuss as a class, in groups or in pairs. Year 2 pupils showed good speaking and listening skills during a history lesson discussion on the Great Fire of London. The school council further develops good communication skills and builds pupils' experience of speaking to a large group. Teachers expand pupils' vocabulary in mathematics, science, geography, design and technology, and art and design. In religious education Year 6 pupils used their library and research skills to find out about the life of Saint Francis and Mohandas Gandhi. Pupils in Year 5 demonstrated good use of extended writing when learning about special people and places. In ICT lessons pupils draft and amend text.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- In Year 6 tests in 2003 there was an increase in the number of pupils achieving above national expectations.
- Pupils' standards are now in line with national expectations for pupils of their age in Years 2 and 6.
- Teaching is now good throughout the school.
- Work does not always match the abilities of individual or groups of pupils.
- The marking of pupils' work is inconsistent.
- The subject leader is well placed to develop mathematics in the school.

Commentary

55. The use of the National Numeracy Strategy ensures that pupils' knowledge and understanding are built on year by year and, by Year 6, they have an understanding of working with large numbers. They work with fractions, ratio and probability, and use data-handling in other curriculum areas as well as mathematics. Pupils in Year 2 work confidently with two-dimensional and three-dimensional shapes and can read, write and order whole numbers to 100 with ease and confidence. Pupils use their knowledge of mathematics to solve problems. Standards at the end of Years 2 and 6 are now in line with the expectations of the National Curriculum for pupils of these ages.
56. All pupils make good progress and their achievement is being raised. The school uses specific National Numeracy Strategy techniques to support pupils with special educational needs and those experiencing difficulties. Booster classes in Year 6 and Springboard mathematics in younger classes have the effect of raising pupils' achievement and the standards that they reach.
57. There is a consistent approach to mathematics teaching. All teachers have good mathematical knowledge and teach with enthusiasm, emphasising mathematical language. There is little time wasted during lessons and all teachers use WALT (We are learning that) and WILF (What I'm looking for), which help pupils understand the focus for learning. This is referred to during the lesson and discussed at the end, and promotes the learning and achievement of pupils well. Every lesson starts with a 'mental maths' session, which quickly helps pupils to focus and start thinking mathematically. Pupils enjoy the wide variety of activities and recording they do, like showing numbers on a number fan or writing answers on a whiteboard. These keep them interested and help their learning, as well as giving teachers opportunities to assess what they know and understand. They encourage pupils to discuss their mathematics and how they 'work things out'. Challenging questions and work carefully matched to the ability of individual pupils results in them making good progress. However, in some lessons work is not always matched to ability and this means that some pupils are not engaged in learning and do not make good progress in those lessons. This slows their rate of learning and achievement.
58. Pupils are unclear about how well they are doing, and looking at their work during the inspection showed that there was little marking of work which could help pupils understand how they could improve and develop their work. This is a missed opportunity to promote good learning and achievement.

Mathematics across the curriculum

59. Information and communication technology provides many opportunities for links between mathematics and other subjects, using data as well as shape, area and measures. The skills

and knowledge of mathematics are used in a wide variety of real-life situations, helping to consolidate learning. Mathematics is used to support design and technology, science and art. Mathematics vocabulary is used in other areas and reinforced whenever possible. In a Year 4 design and technology lesson pupils made chairs and discussed the different properties of shapes used to make their chairs stand up. This has the effect of consolidating their learning in several subjects and promotes their achievement.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- Standards of attainment and levels of achievement are being raised across the school.
- A consistently planned curriculum provides improved opportunities for pupils to carry out their own investigations and explorations.
- Systems for assessing pupils' progress and the setting of targets for future improvement are not fully in place.

Commentary

60. Pupils of all abilities, including those with special educational needs, achieve satisfactorily. Inspection evidence shows that by the end of Year 2 pupils' attainment is broadly in line with national expectations, with the proportion of high-attaining pupils at an appropriate level. By the end of Year 6 the proportion of pupils attaining the national standard and higher is in line with national expectations. Their achievement in science is now sound and is being raised across the school. This is because science is now taught consistently and teachers have a clearer understanding of pupils' needs in the subject.
61. There is a sound balance of teaching and learning in the different areas of science and scientific investigation is satisfactorily developed. Occasionally in lessons teachers demonstrate experiments to whole classes rather than giving pupils the opportunity to investigate and experiment themselves. Consequently, some opportunities to promote good learning and achievement are missed.
62. Standards at the end of Year 6 declined in 2002 after a period of sustained improvement. The new approach being developed in the school has had the effect of raising results significantly in 2003 national tests. The school is well positioned to continue to raise pupils' standards and their achievement. The tracking and targeting of individual pupils, which are successfully contributing to raising standards and achievement in English and mathematics, are not yet used in science, but are included in the next round of planning for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is good throughout the school.

Main strengths and weaknesses

- Teachers' subject knowledge and confidence are good. They present good role models in the use of ICT.
- The teaching of ICT skills is good.
- ICT supports learning in other subjects well.
- Resources are now satisfactory and used well.
- Planning and assessment in ICT are not sufficiently developed to be sure that pupils make progress appropriate to their abilities.

- The subject leader supports her colleagues well.

COMMENTARY

63. Standards are now in line with national expectations throughout the school and ICT is used well to teach other subjects. This is very good progress since the last inspection, when standards were less than satisfactory, and the school did not meet the statutory requirements for ICT. Although computer cabling is installed throughout the new building and internet access is made through computers, this has not yet been possible through the new laptops. This is slowing the pace at which pupils learn and achieve but is about to be rectified. There are good opportunities to use ICT with the provision of one laptop for every two pupils. Pupils throughout the school are taught to word process, drafting and amending text; they handle data and can load, save and retrieve their work. They can move shapes around the screen and are able to put together a multi-media presentation. Pupils are enthusiastic about the subject and are able to discuss and explain their work. Skill levels and pupils' knowledge and understanding of ICT are now satisfactory. Pupils with special educational needs make the same progress as their classmates.
64. Teachers are becoming increasingly confident in their use of ICT and this is reflected in their teaching. This is because of the programme of continuous professional development, and training is planned to improve the way that teachers use laptops to raise pupils' standards of attainment and their achievement.
65. The assessment of pupils' progress and achievement is not well developed. Consequently tasks are sometimes planned which do not match pupils' levels of development. When this happens the pace of their learning is slowed and this does not promote good achievement.
66. The subject leader is providing good support and guidance to other teachers. As subject knowledge develops she is beginning to implement the planned lesson monitoring to raise standards of teaching, learning and achievement further.

ICT across the curriculum

67. The school identifies ICT in the planning of other subjects, and when it is used in lessons it is purposeful and linked to the work covered. Pupils use a good range of software in subjects such as geography, history, science, English and mathematics. Pupils in a Year 5 lesson were drawing maps on screen, rotating shapes and, when questioned, were able to explain how ICT helps them understand other subjects. This has a positive impact on pupils' achievement and the standards that they reach.
68. Teachers act as good role models for pupils by using ICT as an effective teaching aid and use *PowerPoint* presentations confidently, as in a design and technology lesson where pupils were shown a range of chairs before making their own. This promotes pupils' learning and achievement well.

HUMANITIES

HISTORY AND GEOGRAPHY

Resources for teaching and learning in both subjects are **good**.

69. In humanities, work was sampled in **history** and **geography**, with only two lessons seen in each subject. It is therefore not possible to form an overall judgement about provision in these subjects. From looking at pupils' work and from talking to pupils in Years 2 and 6, it can be said that standards are broadly average and in Years 2 and 6 are the same as in the last inspection.

70. Resources for teaching and learning in both subjects are good and teaching engages pupils' interest, making them enthusiastic about history. Displays of pupils' work show that history is a focus for learning and that it provides a tool through which pupils develop other skills, such as narrative writing and ICT. ICT and mathematical skills are effectively used in geography.
71. Pupils in Year 2 are able to understand the difficulties facing people in the past. They explain why events took place and can imagine what it must have been like to live at that time. They can describe their own village and compare it to other places visited. Their level of achievement is satisfactory.
72. Pupils in Year 6 have an understanding of chronology and how to use a variety of sources to research history. They reflect on the reasons for events in the past. Pupils use maps and know that different places may contain similar and different characteristics. They develop appreciation of the life styles of people who live in other places and discuss difficulties experienced as a result of the physical and human characteristics of localities. Overall the attainment and achievement of pupils are satisfactory.

RELIGIOUS EDUCATION

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The locally agreed syllabus is followed closely. However, medium- and long-term planning is not yet in place.
- Most teachers have high expectations of pupils' presentation and the amount of work that they do.
- On a small number of occasions learning is slowed because the same work is presented to all pupils irrespective of their level of ability or their achievement.

Commentary

73. In the lessons seen the quality of teaching and learning was good or very good. These lessons promoted pupils' achievement well. Teachers' plans show that the subject is taught regularly and that the locally agreed syllabus is closely followed. However, the school has not yet developed medium- or long-term planning in the subject in order to set targets and promote pupils' learning and achievement. This does not provide a satisfactory view of how pupils' learning and achievement will be promoted. From looking at pupils' work it is clear that most lessons provide a sound level of learning and achievement. Standards are in line with the expectations of the locally agreed syllabus at the end of Years 2 and 6. Teachers have high expectations of the amount of work that pupils will complete and its presentation. Teachers always mark pupils' work, and much of their marking contains written comments which praise pupils' efforts or give clear guidance on how they could improve their work. The same level of work is usually presented to pupils of all abilities and this does not promote the level of learning and achievement for each of them in all lessons.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

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

Main strengths and weaknesses

- Good planning for imaginative class projects captures pupils' interest and enthusiasm.
- Pupils have opportunities to extend their artistic skills through whole-school design projects.

- Art has a high profile in the school as a result of good extra-curricular activities and input from visitors such as a local book illustrator.
- The subject makes a positive contribution to pupils' spiritual and cultural development.

Commentary

74. Standards attained by pupils are **in line** with those expected in Year 2 and Year 6. Pupils' levels of achievement are satisfactory. Standards have been maintained since the last inspection.
75. The quality of teaching is good. Teachers' good planning makes sure that pupils are interested and creatively challenged. For example, in a lesson in Year 2, pupils were highly engaged using their imagination and knowledge to guess the complete picture when a small part of Frans Hal's *The Laughing Cavalier* and Da Vinci's *Mona Lisa* were revealed. Year 4 pupils were inspired by a project to design a chair for a famous or important person and produced imaginative, in-depth plans for mermaids, Henry VIII and Bugs Bunny. These imaginative lessons promote pupils' learning and achievement well. By Year 6 pupils have been taught to work with a wide range of media and techniques including chalk, pastels, watercolours, ink, printing and clay.
76. Pupils enjoy taking part in whole-school design competitions that expand their artistic skills. Many pupils produced high quality, thoughtful designs for the school's 'Secret Garden'. The designs demonstrated good attention to detail in respect of colour and landscaping. This project, along with a contest to design a new school logo, heightens the profile of this subject throughout the school.
77. Pupils' spiritual and cultural development is well supported. This is achieved through encouraging pupils to look for beauty in the world around them. For example, Year 1 pupils produced observational drawings of harvest fruit and vegetables that explored colour and texture. A project on display of African art and masks by junior art club enhanced the learning environment well. The school hall also features a 'painting of the week' to broaden pupils' artistic knowledge. During the inspection the painting exhibited was *Disagreement* by Paul Nzalamba. Pupils have benefited from working with the art and design governor on the new school logo and from visiting experts such as a local book illustrator. Pupils' experiences are extended through what they learn from visitors and these opportunities promote their learning and achievement well.

DESIGN AND TECHNOLOGY

78. Only one lesson was seen in design technology. It is not therefore possible to make a firm judgement about provision. In addition to observing lessons, inspectors looked at the co-ordinator's planning, spoke to pupils about what they had learnt in design and technology and looked at their work. Standards attained by pupils are in line with expectations in Year 2 and Year 6. Standards have been maintained since the last inspection.
79. Teachers' plans are based on national guidelines to ensure that pupils of all ages receive appropriate teaching and progression of challenge from one year to the next. In the one lesson observed the quality of teaching was sound, the lesson built on prior learning, the teacher was explicit in her expectations and pupils were well supported by the teacher and teaching assistant. As a result all pupils, including those with special educational needs, produced a successful product, made satisfactory progress and their achievement was satisfactory.
80. Pupils spoke enthusiastically about a recent design week that enabled them to further develop their skills. Pupils stressed the importance of the whole design process, including a final evaluation to inform future designs. During design week, Year 3 pupils made a magnetic fishing game, Year 5 pupils were proud of their maracas and Year 6 produced imaginative

model shelters. This experience effectively promoted pupils' learning and achievement and supported the standards that they reach.

81. The new co-ordinator has vision to develop the subject. Planning is in place to improve the scheme of work and introduce a design booklet throughout the school to raise standards further.

MUSIC

82. Music was sampled during the inspection. The school meets the requirements of the National Curriculum in this subject. Standards are in line with expectations
83. Music sets the mood as pupils enter assemblies and contributes to pupils' spiritual and cultural development. They listen carefully to classical and religious pieces, as well as music from other countries. During assemblies in the inspection week, singing was tuneful and pupils showed good involvement. Pupils perform songs to parents at Christmas and Harvest. These opportunities promote pupils' self-esteem and self-confidence and this promotes their achievement well.
84. Staff have benefited from a recent day of staff development in music with a partner school. This training, coupled with the provision of good teacher resources, has led to increased staff confidence to deliver the music curriculum. Teachers' planning communicates clearly what they want pupils to learn in each lesson. Pupils enjoy music and as they move through the school they are given a series of worthwhile musical experiences which contribute to the standards that they reach. They accompany class songs with tuned percussion instruments. Pupils in Year 2 spoke enthusiastically about composing their own music in groups and performing to their classmates. Year 6 pupils showed a mature response to the music and lyrics of John Lennon which promoted their learning in both music and history.
85. Pupils benefit from special events that enrich their musical experience such as recitals from visiting musicians including a string quartet. Year 5 and 6 pupils took part in the Weald Music Festival in Cranbrook Parish Church. Many pupils enjoy attending recorder club and a music club that has given them the chance to take part in a drumming workshop. Further musical opportunities to learn the piano, clarinet and violin are offered through lessons by a peripatetic teacher. These opportunities promote good learning and achievement for all the pupils who take part.

PHYSICAL EDUCATION

86. No lessons were seen in physical education. It is not therefore possible to make a firm judgement about provision. Inspectors looked at teachers' planning and spoke to pupils about what they had learnt in physical education.
87. Teachers' planning shows that all aspects of physical education are taught. Pupils value and enjoy their physical experiences and standards are at least satisfactory throughout the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION

88. No direct teaching of citizenship was seen. The school's plan shows that the school does provide a suitable curriculum covering sex education and it develops in its pupils an appropriate awareness of the dangers of the abuse of alcohol and drugs. Personal and social development is strong, as recorded in other parts of this report.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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