

INSPECTION REPORT

ST. GEORGE'S CE PRIMARY SCHOOL

Wrotham, Sevenoaks

LEA area: Kent

Unique reference number: 118635

Headteacher: David M Jones

Lead inspector: Jo Cheadle

Dates of inspection: 28th – 30th June 2004

Inspection number: 257655

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 151

School address: Old London Road
Wrotham
Sevenoaks
Kent

Postcode: TN15 7DL

Telephone number: 01732 882401

Fax number: 01732 884003

Appropriate authority: Governing body

Name of chair of governors: Kathy Hayman

Date of previous July 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

St. George's C of E is a small primary school, with 140 boys and girls between the ages of 4 and 11. The majority of pupils come to the school from the immediate locality; a few pupils live in the old village of Wrotham and others in a large housing estate for which the school was originally built. Over a third of the pupils travel to the school from outside the village. Most of the pupils come from white British homes. There are a few pupils from other backgrounds, including mixed white and Indian or Bangladeshi families. Two pupils are in the early stages of learning to speak English. At thirty per cent, the proportion of pupils who need support for a range of learning and behavioural need is much higher than the national average. Standards on entry to the school are generally below average. The school is involved with the following local and national initiatives that support its development: Primary Leadership Programme and the Tonbridge and Malling Cluster Group. The school has achieved a Basic Skills Quality Mark and awards for Healthy Schools and Investors in People.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23233	Jo Cheadle	Lead inspector	English Personal, Social & Health Ed & Citizenship Special Educational Needs Art & Design Design & Technology
1305	Brian Rance	Lay inspector	
18498	Denise Morris	Team inspector	Foundation Stage Mathematics Music Physical Education
24052	Trevor Taylor	Team inspector	Science ICT Religious Education History Geography

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet 'Complaining about Ofsted Inspections', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES ONE AND TWO	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St. George's Primary is an effective school where pupils achieve well to reach standards that are in line with national expectations by the end of Year 6. The school supports pupils well in making good gains in their academic and personal development. The headteacher leads and manages the school very well and empowers his staff to give of their best. Teaching is good overall. Governance of the school is effective and the school gains good value from the money it spends.

The school's main strengths and weaknesses are:

- The headteacher has an extremely clear vision for the future of the school that is superbly focussed on enabling all pupils to do as well as they can.
- Many very good and excellent features to teaching at the school encourage pupils to learn well.
- The school has a very interesting and relevant curriculum that is enriched by an excellent range of extra-curricular activities.
- High levels of care, support and guidance encourage the development of pupils' good personal and social skills.
- Standards in information and communication technology and physical education are better than nationally expected levels.
- The school's internal accommodation sometimes hinders progress and there is not always enough practical equipment to support pupils' learning in certain subjects.

How the effectiveness of the school has changed since the last inspection

The school has made good progress since the last inspection. The quality of teaching and learning observed during the inspection was much better than at the time of the last inspection. Many staff have changed since that time and the school no longer has temporary teachers. The schemes of work have been well up dated and the curriculum is now a strength. Standards in information and communication technology are now better than expected levels by the end of Year 6. In addition, the overall quality of leadership and management has improved and the school has responded well to national and local initiatives to ensure developments have a direct positive impact on pupils' achievements.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	D	E	E*
mathematics	B	D	D	E
science	D	E	E	E

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 at the school achieve well. Children have different levels of skills and knowledge when they start in the reception class, but generally standards are well below those expected for children of this age. During the Foundation Stage children achieve well in all aspects of learning. They do particularly well in developing their social and personal skills. As some

children have not attended pre-school, the successful development of good personal and learning habits is very important to children's future learning. Some children will reach the expected targets for their early learning, but overall, standards are lower than would be expected on entry to Year 1. In Years 1 and 2 and through Years 3 to 6, pupils continue to achieve well. There is good support given to the high proportion of pupils who join the school in different years, most often in Years 3 to 6, and other than at the normal starting time. This effective support helps them to do as well as they can, often in a short time. Those with higher levels of attainment and those with special gifts and talents are equally well supported to reach their full potential. The high proportion of pupils who join other than at the normal starting time is a consistent feature of the school that affects the results in national tests. This factor, alongside high proportions of pupils with special educational needs, affects the school's performance in national tests when compared with national averages and the results of schools in similar contexts (based in the proportion of pupils eligible for free school meals). The 2003 results at the end of Year 6 are indicative of this. Nevertheless, overall standards observed during the inspection at the end of Year 2 and Year 6 are currently in line with national expectations.

The school is very successful in developing pupils' spiritual, moral, social and cultural characteristics. Pupils work in an atmosphere where each other's strengths are applauded and weaknesses supported. They learn to work well with each other, despite very different backgrounds and experiences, behave well in lessons and feel very positive about learning. The personal and academic gains that pupils make during their time at St. George's prepare them well for future education.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. Teaching is most often good and sometimes very good or excellent. Pupils make good progress because teachers have good relationships with them, help them to behave well and provide them with stimulating and relevant things to do and learn. An excellent range of extra clubs and activities that motivate and enthuse pupils supports the very good curriculum. Best use is made of the school building, but learning for pupils is sometimes hindered because there is a lack of free space for group or individual activities, the library is too small, there is no immediate access to an outdoor area for children in the reception class and some classrooms have to be used as walkways. Resources are satisfactory overall, but sometimes, practical equipment is in short supply. Pupils are very well cared for, treated with respect and kindness and encouraged to do as well as they can. Good links with parents, the local community and other schools are successfully fostered to benefit pupils' achievements.

LEADERSHIP AND MANAGEMENT

Overall leadership and management of the school are very good. The headteacher is a very capable leader who manages his team and day-to-day business very well. Every decision taken relates to how it will improve the pupils' educational experiences. Key staff are effective in their roles and manage their work very well. Governors challenge the school with an increasing clear understanding of what they should expect, know the school well and provide good support. Overall governance is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with what the school provides for their children. They are impressed with the range of activities in lessons and beyond, commenting, "for a small school we do really well". They feel listened to and know that their comments are acted upon whenever possible.

Children love their school and are proud of it. Many of the Year 6 pupils, despite being excited about their move to secondary school, will miss St. George's very much. They say that they feel part of a big family at the school.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Improve resources and accommodation, particularly for children in the reception class and in classes that are used as a walkway between other rooms.

The school would also benefit by:

- Continuing to build on the links between subjects that make learning meaningful to pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children arrive with low levels of attainment overall. Through the Foundation Stage and Key Stages 1 and 2, pupils achieve well so that by the end of Year 6, standards are in line with national expectations. The school's very inclusive practice ensures that pupils of all abilities and prior attainment levels make equal gains in their learning.

Main strengths and weaknesses

- Pupils effectively develop basic skills in literacy and numeracy.
- Due to high levels of mobility, the overall standards achieved by some pupils are lower than would be expected.
- Standards in information and communication technology and physical education are higher than expected levels throughout the school; in physical education standards by the end of Year 6 are much higher than the nationally expected level.
- Standards in spoken language are lower than would be expected for many pupils.

Commentary

1. Children arrive at the school with range of previous experiences, knowledge skills and understanding. Many children have not attended nurseries or pre-school groups. This means that levels on entry are very varied and most often well below what would be expected for children starting in the reception class. The previous inspection report judged attainment on entry to be in line with expected levels, although the school is convinced that its intake has always had this characteristic. Children achieve well in the reception class and they make particularly good gains in developing their personal skills that help them to learn effectively at later stages in the school. Although some pupils will reach the targets for their early learning by the end of the reception class (around 20 per cent), and a few will exceed them (around 5 per cent), the majority will not have enough time to move in the reception year to move this rapidly from their starting levels. Therefore, standards on entry to Year 1 are below the expected levels. Through Years 1 and 2, pupils continue to achieve well and standards are broadly in line with national expectations by the end of Year 2. Likewise, pupils' achievements are good through Years 3 to 6. Through these year groups, pupils grow in confidence, become increasingly more independent and learn to think for themselves, so achievements in personal and social aspects that will ensure the best possible start to secondary education are well developed through this key stage. Standards by the end of Year 6 are in line with expectations overall. Pupils who have particularly good language and mathematics skills are given effective support to ensure that they reach levels that match their ability.
2. The high proportion of pupils with special needs has also been a consistent feature at the school prior to and since the last inspection, and also the relatively high proportion of pupils who join the school at various stages other than the normal time of entry. Therefore, three very important issues affect the school's test results year on year:
 - Low levels on entry
 - A high proportion of pupils with special educational needs
 - The number of pupils who join the school late (most often in Key Stage 2 and most often with lower than expected levels on entry)

The Year 6 group taking tests in 2003 typified these characteristics and test results indicate this in that the results when compared with similar schools are much lower. The current Year 6 however, includes more pupils with higher levels of attainment, and unvalidated test results for 2004 look much better. The school uses national test results to look at the achievements of individuals, but as an indicator of how well the school is doing overall national test results are less useful because they fluctuate greatly dependent on the cohort's strengths and weaknesses

Key Stage 1

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

Standards in:	School results	National results
reading	14.3 (13.9)	15.7 (15.8)
writing	12.1 (13.1)	14.6 (14.4)
mathematics	16.1 (15.8)	16.3 (16.5)

There were 27pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

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

Standards in:	School results	National results
English	26.2 (24.2)	26.8 (27.0)
mathematics	26.5 (25.6)	26.8 (26.7)
science	27.3 (26.5)	28.6 (28.3)

There were 13 pupils in the year group. Figures in brackets are for the previous year.

3. The school clearly understands its population and plans its work from this starting point. Special educational needs work is very well organised and effective, teaching assistants are plentiful and very capable, teachers make good use of assessment and plan work effectively and the curriculum is made wholly relevant to the pupils' needs, keeping them motivated and enthusiastic about learning even when they struggle. Good attention is paid to the development of basic literacy and numeracy skills as the tools to gain further knowledge and understanding in other subjects. This is often done through other subjects so that pupils achieve skills without becoming bored by practice activities. The school is very effective in focussing on the particular needs of individuals and for this reason it is highly inclusive of all pupils. An example of this was observed when teaching assistants were given good support from the co-ordinator for special educational needs on how to provide the best opportunities for the growing number of pupils on the autistic spectrum, ensuring that they could achieve as well as all others. The same effective and well-matched support is given to pupils who have achieved well in their prior work to ensure that they reach the highest levels possible.
4. Pupils do especially well in ICT and physical education. ICT skills are taught in a very practical way and pupils are taught to use them to assist their learning in many subjects and as a general tool for finding out more and doing things well. Pupils view the use of ICT skills as a natural part of life the way they live in today's world. Standards by the end of Year 2 and Year 6 are better than expected levels. Physical education is taught very

effectively and expectations set for pupils are high. Because the subject has a very positive profile at the school, pupils with real talent are encouraged to reach very high standards and standards overall by the end of Year 6 are much better than would be expected.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to their work and towards each other are good and they behave very well. Pupils' spiritual, moral and social development is very good and cultural development is good.

Main strengths and weaknesses

- Children in the foundation stage settle very quickly into the school routines.
- The quality of relationships is very good.
- The school stimulates a desire to learn in pupils and their interest in school life is good.
- Pupils' behaviour is good within the school, because there is a clarity about the behaviour expected from them, and their involvement in the forming of the 'Golden Rules'.
- There is very good provision for pupils' spiritual, social and moral development within the school.
- There are too few resources to support pupils' understanding of multi-cultural issues.

Commentary

5. Children in the foundation stage make good progress in their personal and social development because all staff have high expectations about their attitudes and behaviour. Staff understand how to promote children's social skills and self esteem and set high expectations for listening, being helpful, and being responsible, which even the youngest pupils try hard to achieve. The children have good attitudes to their work and to all aspects of school life. They participate in the excellent and varied opportunities offered to them during the school day and in the numerous after-school clubs. Staff give pupils good opportunities to take responsibility and pupils are keen to do this. Each class is represented on the school council and this has been very effective in helping to plan and implement improvements, such as the use of the playground. A member of staff and a governor attend the council meeting as representatives. Staff model good relationships for pupils and consequently relationships throughout the school are good.
6. Standards of behaviour throughout the school are good. The pupils' remarks on the questionnaire confirmed this, and many stated how much they liked attending school. Good staff management of the pupils results in good standards of behaviour. The school is a very orderly community with pupils listening, taking turns, and moving about the school sensibly. They are polite and respectful, standing back and allowing adults to enter rooms first, and are very pleasant to visitors. Pupils with special educational needs behave well in lessons and break times.
7. The strength of the school is the moral and social development of the pupils, and there is a clear code of behaviour that is instilled during all lessons. The pupils know that their good responses and behaviour are recognised with their names noted on the white boards. Staff plan very good opportunities to develop pupil's social skills. In lessons, pupils discuss their tasks, work in pairs, and groups. A lovely example of this was when the year 1/2 class was asked during a drama lesson to split into groups of five. They did

this quickly, quietly and sensibly, developing mature attitudes and confidence. Pupils are very aware that they achieve different results in their work, but they value each other's skills and talents and are quick to point out and celebrate others' achievements.

8. The school makes very good provision for pupils' spiritual development. Religious education provides good opportunities for pupils to reflect on their experiences and those of others. Teachers value pupils' ideas and encourage them to develop feelings of self worth. As a result, pupils are proud of their achievements. Acts of worship provide opportunities for pupils to reflect on their thoughts and the questions raised during the assembly. The cultural aspect is developed through the curriculum and especially religious knowledge with all the main religions being covered. A good example of this was in the Foundation class where the children enacted a Jewish wedding. The school recognises that further resources would make an impact on the cultural development of the pupils.

9. Pupils' attendance is satisfactory, and punctuality is good. In comparison with national statistics pupils' attendance overall was close to the average in the last two years. The procedures for promoting attendance are good and the school is well supported by the education welfare officer from the local education authority. However, the attendance at school of a small number of pupils is very poor and adversely affects the school's statistics, which show high levels of unauthorised absence. The great majority of pupils are keen to come to school so that they arrive punctually and the day's learning can get off to a good start.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.1	School data:	0.6
National data:	5.4	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education for its pupils. Teaching is good and has many very positive features. The school has a very well planned curriculum that is relevant to pupils needs and provides them with many interesting activities. The school affords high levels of care to its pupils so that they feel secure and confident to learn. Links with parents and the community are good and benefit pupils' learning.

Teaching and learning

The overall quality of teaching is good. Teachers make effective use of assessment information to plan for the next stages in pupils' learning.

Main strengths and weaknesses

- Teachers have good subject knowledge and draw from varied sources to make good links between subjects; learning is interesting and good fun for pupils.
- Teachers have a very clear understanding of how well pupils are doing and, as a result, plan very effectively to make learning relevant to pupils' individual needs.
- Teaching assistants very effectively help pupils to make good progress.

- Teachers help pupils to behave well, and this encourages the development of good personal and social skills that aid learning.
- When teaching is not good enough, insufficient attention is given to the different ways that pupils learn.

Commentary

10. The proportion of good and very good teaching observed during the inspection was much better than at the time of the last inspection. One unsatisfactory lesson was observed in Key Stage 2, where pupils' progress was affected because teaching did not pay enough attention to the very different ways in which pupils in the class needed to learn. Most positively, teaching observed clearly indicated that the school has a capable team of teachers with consistently good skills and knowledge. The differential between good teaching seen (17 lessons) and satisfactory teaching seen (four lessons), is positive; the school recognises that good teaching must be the norm if pupils are to make overall good gains on their starting levels and reach the expected levels by the end of Year 6. Teachers at the school strive to be at least good in their practice. One way they guarantee that they teach well is by making sure that they have a good understanding of what they teach. Teachers' subject knowledge is good and this is clearly exemplified in lessons where they demonstrate how well they understand a concept by explaining it and approaching from many different angles to ensure that all pupils fully grasp the idea. Teachers make efforts to research and find out interesting additional information about subjects that gives the added edge to a lesson. For this reason, learning is interesting and pupils enjoy what they do. Good subject knowledge also aids teachers in making links between subjects that make learning really meaningful to pupils. As pupils learn, they understand the relevance of what they do and this encourages them to make good progress. ICT skills, for example, are quickly mastered because teachers explain how they can be used to improve work in other subjects. The use of computerised tables and charts in science is a good example of this.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	5	17	4	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.

11. Teachers know their pupils very well. They make good use of a full range of information about individuals to ensure that the work they plan for them matches personal and academic needs. When pupils have difficulties in behaving well, teachers seek to understand the reasons for this behaviour and use this information as the starting point for teaching new skills. Pupils are effectively supported to listen carefully, work with each other without arguing or dominating and to follow instructions. Expectations are made clear about the consequences of poor behaviour and pupils are highly aware of their responsibilities. These factors promote good learning even the range of pupils' behavioural needs are varied. Teachers make very good use of competent and effective teaching assistants to respond to the needs of individuals and groups. Teaching assistants are knowledgeable, skilled and very keen to improve the way they impact on pupils' progress. Teachers plan lessons well, maximising pupils' progress by careful deployment of the support adults available to them. As a result, pupils learn well.

12. In exemplary lessons, consistent characteristics include:
- Exciting introductions that enthuse and motivate pupils and ensure their good attention.
 - Exceptionally good match of work to prior attainment levels, so that pupils are sufficiently challenge to move forward.
 - Very good use of teaching assistants, including the direct teaching of specific skills to groups or the whole class.
 - High expectations about the quality of work that pupils will produce that is matched by the teacher's own efforts in presenting work in an interesting, attractive and accurate way.
 - High levels of care, support and encouragement offered to pupils.
 - A clear focus on helping pupils to recognise how well they are learning and thinking of ways to improve.
 - Very good learning for all ability groups, including pupils with special educational needs and those with particular gifts and talents.

The curriculum

The school provides a very good, interesting and fully inclusive curriculum that meets pupils' academic and personal needs well. The curriculum is enriched by the excellent opportunities for learning beyond lessons. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum provided for children at the Foundation Stage is good.
- The arrangements for ensuring pupils' access to the whole curriculum, and enhancing their personal, social and health education are very good.
- The school makes very good provision for all pupils to be fully included in all areas of the curriculum.
- There is an excellent range of activities for learning beyond the school day.
- The provision made for pupils with special educational needs is very good.
- The accommodation is very clean and in good repair, but it offers limited space for the present needs of the curriculum.
- Pupils in the Foundation Stage do not have equal access to a good outdoor environment.

Commentary

13. The curriculum meets the requirements of the National Curriculum. This is an improvement since the findings in the last inspection. The curriculum provided for Foundation Stage children is good. It covers all six areas of learning and staff modify this well to suit the needs of the children in their care. The curriculum provided for pupils in Years 1 to 6 is very good, with suitable time allocations allowed for all subjects. The quality and range of learning activities are good; the school includes personal, health and social education covering sex education and drugs awareness to older pupils, circle time and religious education.
14. The school makes very good provision for the equality of pupils' access to the whole curriculum. Staff make sure that pupils are involved in a full range of activities. This is regardless of differences, for example, in attainment levels, behavioural problems, gender or ethnic background. In making these efforts to include pupils in all activities, the school allows them to achieve to their full capabilities.

15. The provision for pupils with special educational needs is very good. Clear procedures are in place and they closely follow the Code of Practice on the identification and assessment of pupils. The Code has now been most carefully implemented. Individual education plans are provided for pupils, and these are of good quality. Very good care is taken to ensure that the work provided for pupils of all abilities is closely suited to their needs. Pupils are involved in the full range of school activities.
16. There is an excellent, regular provision of clubs outside lesson times, which pupils choose to attend for a term. These offer a variety of activities such as chess, art, computers, recorders, homework, French, football and other outdoor games. Clubs are open to specific age groups to ensure that all pupils, whatever their age can take an active roll in the excellent choice of activities offered. Two residential trips are offered each year, a three-day residential for years 2 and 3, and an eight day residential for years 4,5 and 6. Both concentrate on team building exercises, and this gives pupils the opportunity to develop self-reliance, social skills and a degree of independence. The trip for the older pupils also offers them an opportunity to experience a different culture.
17. The school makes effective use of a variety of visitors, special teachers and professional sports coaches to enrich and support the curriculum. Resources in the local community are used well, and pupils regularly visit such places as the local church and the village. There are strong links with the church and other schools, especially Wrotham High school with pupils attending after school clubs. This ensures the pupils and staff benefit from a wide range of experiences. .
18. The school's accommodation is satisfactory overall and allows all subjects of the National Curriculum and the Foundation Stage to be taught, however there is a lack of space within the school to take small groups for tuition. The whole school site is well maintained, and clean.. There are ample outdoor playing areas for the Key Stage 1 and 2 pupils but the areas for older pupils have little furniture or areas of interest. There is a need for a larger safe outdoor area for the Foundation children to allow access for their physical development. Resources for teaching and learning are satisfactory overall, and areas for improvement have been recognised by the school. Such as the need for big wheel toys in the Foundation Stage, for more control models in Information Technology, the improvement of the mathematics resources, and the development of a larger library area.

Care, guidance and support

The school provides very good levels of support and guidance for pupils. The levels of care that the school takes of pupils are very good. The school is very effective in the way that it consults pupils about aspects of its work.

Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils, including child protection, are very well established.
- All the staff know the pupils very well, care for them and guide their personal development.
- The school council is used effectively to take account of pupils' views.

Commentary

19. Child protection procedures are well established, with the head teacher having the role of designated person. All members of staff are fully aware of their responsibilities in this regard. Routines for dealing with first aid and accidents are effective, with five staff fully qualified in emergency first aid. There is a health and safety policy in place and formal risk assessments are carried out and reviewed by the governing body every term. Safety checks on potentially dangerous equipment take place annually, alarms are tested weekly and practice evacuations of the premises take place each term.
20. The teachers and other staff in school know the pupils and their families very well. The school makes good arrangements for the induction of children and provides continuing support of good quality to give them a confident start to their education. Academic progress is monitored very effectively in the core subjects. Personal development is monitored through the use of Circle Time and the personal, social and health education curriculum, which is timetabled in every class. Teachers share in the pupils' personal development, and this is clearly shown in the comments that they make in annual reports to parents. Older pupils take on some responsibility for the care of the younger pupils through the buddy scheme or simply by befriending them when they are lonely or upset. Besides helping the school to care for the younger pupils, this is a positive feature in the personal development of the older pupils.
21. Informally, through general discussion, and more formally through surveys and the school council, the staff and governors take account of the views of pupils. Councillors thoroughly enjoy participating in the school council and pupils are pleased that their views have been taken into account. Examples include the purchase of cricket equipment for playtimes and use on school trips, changes to the break-time snacks to include fruit, reorganisation of the playground and full consultation with pupils over the school's five golden rules. Additionally, the school council has organised fund-raising events for a number of charities. All these activities give pupils an increased sense of responsibility, for the school as a community, and also for others less fortunate than themselves.

Partnership with parents, other schools and the community

The school's partnership with parents, the wider community and with other schools is very good.

Main strengths and weaknesses

- Parents have a very high regard for the school.
- Parents receive detailed information about the school and very good reports on their children's progress.
- The church and wider local community are actively involved in the school.
- Liaison with other schools and pre-school groups in the area is very good.

Commentary

22. Parents are very happy with the school. At the parents' meeting, in the questionnaires and in discussions during the inspection no major concerns were raised. Parents appreciate the Christian ethos of the school, the care that the staff take, the behaviour of pupils and the quality of relationships between pupils and staff, and the academic standards that their children achieve. The school provides parents with good information through regular well-written newsletters and the termly plan for each class is especially helpful. At the end of the summer term parents receive, and greatly appreciate, good quality and comprehensive annual reports for their children. These reports include a helpful commentary on social and personal development. However, these reports do not include targets for each pupils for the year ahead because fuller discussions take place with pupils and parents at consultation meetings that are held every term.
23. Parents help their children at home with their homework assignments, and a number come into school to assist in class. This effectively supports pupils' learning. Parents also support the fund-raising activities of the Home School Association, which regularly raises substantial funds that have been used to improve the school's facilities, provide additional resources and assisted with the funding of some school trips.
24. The school has very close and strong links with St George's Church. Pupils attend services on special occasions, including a leavers service, and the rector regularly takes assembly. The head teacher contributes to the parish magazine, and the school and church alternately organise a summer fête. Additionally, pupils enjoy a wide range of trips to places of interest, and visitors such as the fire brigade, rural police officer and Wrotham Arts Festival. All these activities contribute positively to pupils' learning and enrich their educational experience at the school.
25. The school is one of many schools in an official cluster in this part of Kent, and works informally with five other primary schools that are linked to Wrotham High School, to which the majority of pupils transfer. Liaison between all these schools is close, with a well-managed programme for pupils to transfer on to Year 7. However pupils, in fact, transfer to a large number of different schools, with whom liaison is also good. In July, all pupils have a trial day in their next school and this helps give them confidence to face the forthcoming changes. Liaison with pre-school groups is equally strong with one group being located in a separate building within the school grounds.

LEADERSHIP AND MANAGEMENT

Overall leadership and management of the school are very good. Governance is effective and the leadership of the headteacher is very strong. Key staff work well to support the school's development. Day-to-day systems and plans for the future are well managed.

Main strengths and weaknesses

- The headteacher has an excellent vision for the future of the school.
- Special educational needs work is effectively co-ordinated.
- Very good strategic planning involves the whole school community.
- There is an excellent commitment to inclusion and equality of opportunity throughout the school.
- Financial management is very good.
- The induction, recruitment and retention of staff are very good.
- Governors fulfil their statutory duties well, but they are only just beginning to challenge senior managers.

Commentary

26. The leadership of the headteacher is a major strength. He has an excellent vision for the future of the school and very high aspirations. The senior management team ably support him. Because of this, there is a very good ethos in which pupils thrive. Special needs work is very effectively managed in response to pupils' needs and very good use is made of a knowledgeable and experienced special needs co-ordinator to train all members of staff and keep them abreast of new developments. The development of pupils' personal, as well as academic skills is a key feature in the actions taken by the school and strategic planning reflects these areas. This is exemplified by the strong focus placed on community involvement, local events and the excellent enrichment of the curriculum. The importance placed on out-of-school activities and the time that staff offer to these, show that the school is committed to the development of the whole child.
27. Strategic planning is very good. The whole school community is involved in identifying priorities for the three-year plan and in ordering developments so that the school's needs are met as quickly as possible. Consequently, all staff are fully aware of current initiatives and there is a clear overview of strengths and weaknesses. Planning for the future is based on an excellent commitment to inclusion and meeting the needs of the individual pupil. High levels of support are provided for pupils who need help, particularly in the core subjects of English and mathematics. Effective measures are taken to ensure pupils with gifts and talents achieve equally well. Both aspects of the school's work are very well led and managed. This is reflected in the good achievement of pupils of all abilities. It is a very inclusive school in which pupils feel supported and cared for.
28. Financial management is very good. A range of good initiatives and actions were put in place last year to use a significant under-spend to improve the quality of provision for all pupils. Plans have been devised to continue with these initiatives in the coming year by re-evaluating staff responsibilities. This has led to very good opportunities to offer retention incentives. The school's strategies to recruit, retain and support staff are consequently very good, and ensure that skills are very well used and extended where necessary.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	431,498	Balance from previous year	33,060
Total expenditure	457,381	Balance carried forward to the next	7,177
Expenditure per pupil	3,029		

29. Governors fulfil their statutory duties well and have a good awareness of the school's strengths. They are very supportive to the headteacher and senior managers and are very knowledgeable about their responsibilities. They have developed a good committee structure to oversee developments. They do not yet challenge major decisions, but are beginning to monitor spending and have appropriate involvement in managing future changes.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

30. The good provision in the Foundation Stage has been maintained well since the last inspection. Teaching and learning are good, and children achieve well in all areas. Very good achievement takes place in personal and social education, leading to children exceeding the early learning goals in this area. Children also exceed the goals in physical development, but have not yet quite met the goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Because many children begin school with skills and knowledge that are much lower than would be generally expected, to reach these standards by the end of the Foundation Stage signifies good achievement overall. Leadership of the Foundation Stage is good, with particular strengths in the development of personal skills and in the management of children's behaviour.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good teaching leads to very good achievement.
- Children enjoy their school activities and behave well.

Commentary

31. Teaching in this area of learning is very good and children achieve very well so that by the end of reception, they have exceeded the expected standards. Relationships in the class are very positive and the very good activities promote independence in learning. Children make sensible choices and work very well together. Because of the very good support provided by staff, individual needs are very well met. Children like school. They show respect to their peers and to staff.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching is good.
- Provision for the development of language is particularly good.

Commentary

32. Teaching is good and children achieve well. On entry to the reception class, skills in this area are well below those expected overall. However, because of good teaching and support, children make good progress so that by the end of the reception year, they are just below expected levels. Provision and teaching to improve language and

communication skills are particular strengths. In all lessons, children are encouraged to talk to adults and to each other. Careful explanations and clear questioning ensure that they fully understand what is expected and that they improve their skills daily.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Planning to meet individual needs is very good.
- Teaching is good, leading to good achievement.
- There are too few resources.

Commentary

33. A particular strength in mathematics activities is the individual planning, which allows each child to meet their potential and achieve well. Teaching is good so that children enjoy lessons and participate with enthusiasm. On entry to reception, children's mathematical skills are well below those expected. By the time they reach the end of the reception year, they have not quite achieved the goals in this area, although they make good progress during the year. The lack of resources for some aspects of mathematics, particularly the teaching of capacity, is a weakness that impacts on children's understanding of concepts such as 'full' or 'empty'. Consequently, learning is less successful in this aspect.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The good range of activities promotes interest and enjoyment, helping children to learn well.

Commentary

34. Teaching is good. Staff provide a good range of learning experiences to extend children's knowledge of the world around them and to promote their curiosity. On entry, children's skills are limited and are well below those expected. However, because of good provision, they achieve well and by the time they leave the reception class they are just below the early learning goals for this area.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children enjoy physical activities and work hard to succeed.
- Teaching is good.
- There is no covered and secure outdoor play area.

Commentary

35. Children show high levels of enthusiasm in all physical activities. They take turns with the few, wheeled toys very well, showing that they can ride, pedal and push each other with enjoyment. Because of good teaching and creative use of the limited resources, they achieve well so that by the time they complete their reception year they have exceeded the early learning goals in all aspects of physical development. The school has rightly identified the need to improve outdoor play space for the reception class.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A rich range of creative experiences enables children to achieve well.

Commentary

36. Teaching is good, leading to good achievement. A good, varied range of activities ensures that children have a breadth of experiences in which to develop their creative and imaginary skills. On entry to reception, children's creativity is below expected levels. They make good progress over the year so that by the end of reception, they are just below the goals in this area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is of a consistently good quality throughout the school.
- Pupils' speaking skills are generally below expected levels throughout the school.
- Arrangements for teaching in Years 3 to 6 ensure that all pupils are working at a pace and level that helps them to achieve well.
- Ways of checking how well pupils are doing are effective and support teachers in planning well for new learning.

Commentary

37. In the 2003 national tests, the proportions of pupils reaching the expected levels was below the national average at the end of Year 2 and Year 6. Unvalidated test results for 2004, however, show a much higher proportion of pupils reaching the expected level or above. Standards in Year 2 and Year 6 are in line with nationally expected levels overall, however, speaking skills are generally below the expected levels throughout the school. Throughout the school, pupils achieve well in English and make good gains on their starting levels. Pupils who start with better levels achieve satisfactorily on these levels.

Some pupils with special educational needs achieve very well and reach the nationally expected levels by the time they reach the end of Year 6.

38. Teaching and learning in English are good. Because starting levels are low for many pupils, the development of language and literacy skills is an integral part of learning in all subjects and for this reason teachers provide them with consistently good opportunities to develop their basic skills. Teachers have good subject knowledge in English. They plan interesting and lively lessons. Pupils enjoy learning and this is fundamental to their good achievement. Good procedures for finding out how well pupils are doing in English highlight progress from lesson to lesson, throughout a year group and from year to year. This information is collated carefully to show the often very small, but nonetheless very important steps that pupils make in their learning. Teachers use the information well to create very suitable individual targets for pupils. Lessons are planned effectively because teachers know exactly how well pupils have previously understood. Assessment information guides teachers in setting targets and creating tasks for groups in lessons that are very relevant to their needs. Setting arrangements in Years 3 to 6 make very effective use of assessment information to group pupils accurately and plan the most beneficial work for them. These arrangements are having a positive impact on standards and the proportion of pupils achieving the levels expected of them is rising. Higher-attaining pupils are provided with suitable challenges and lower-attaining pupils are effectively supported to achieve well.
39. Leadership and management of English are good. There are two co-ordinators for English and their currently effective work is continually improving, because they recognise their joint responsibility for whole-school action and developments. They have established that where the proportion of pupils with special needs and lower-attaining pupils is high there must be very close attention paid to achievements over time to ensure that pupils have the best possible chance to reach the standards expected of them at the end of a key stage. They fully understand that strategies must be relevant to the pupils, whatever their age. Good use is made of tracking information to follow pupils' progress, and the impact of teaching methods is measured by these outcomes. The co-ordinators have identified accurately that the impact of the work on the standards achieved by pupils will be increasingly more effective as they build on the identified strengths in teaching to ensure that learning in all lessons is at least good.

Language and literacy across the curriculum

40. The development of literacy skills through other subjects is a strength of the school's work. Because teachers understand that pupils' language and literacy skills need consistently good attention, planning for learning in all subjects focuses on the development of speaking skills, vocabulary and accurate grammar. Many good examples were observed during the inspection. The use of literacy skills to aid learning in other subjects is sometimes limited by pupils' reading skills, which are not always at a level that aids effective independent research.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in mathematics because of the good teaching that they receive.

- Individual needs of pupils are very well met.
- Leadership is good and has a positive impact on the provision.
- There are too few resources to support the teaching of shape, space and measure.

Commentary

41. The national comparative data for the 2003 tests for pupils at the end of Year 2 showed that standards in mathematics were average overall with a significant number achieving above average standards. For pupils at the end of Year 6, the data showed that standards were below the national average, but that pupils' achievements in relation to their previous levels were good.
42. Unvalidated test results for 2004 show that half of all pupils in Year 6 reached the higher Level 5, which is very positive and indicative of a larger proportion of pupils with higher levels of attainment than in the previously tested group. During the inspection, standards achieved by pupils across the school were in line with expected levels, with a significant number, particularly in the current Year 6, achieving standards above those expected. Pupils achieve well in all aspects of mathematics, showing confidence and enjoyment in their tasks. They are confident and quick to calculate answers during the mental/oral sessions at the beginning of lessons. A good example of this was seen in Year 5, where pupils put their hands up eagerly to answer addition questions accurately. Because of good teaching, pupils achieve well. Teachers are confident and knowledgeable and provide activities that successfully meet the needs of each individual pupil. Because of this, pupils improve their skills and succeed at their own level. The way in which teaching assistants are deployed, and their skills in engaging children's interest, means that each child has access to help and support where necessary. From their earliest years, pupils' interest in numeracy is fostered through good modelling and demonstrations by staff. This helps them to develop their own strategies and leads to the good achievement seen in all classes.
43. Leadership of mathematics is a particular strength that is having a very positive impact on provision and on pupils' achievements. The co-ordinator has a clear vision for improvement and has a very good overview of what is offered in each class. Consequently good training has been provided and there is a clear awareness of the strengths and weaknesses of the subject. Good data analysis has highlighted areas for development and helps to track pupils' progress as they move through the school. This has led to clear and specific targets for each pupil so that they know what is expected of them.
44. Standards have been maintained since the last inspection. However, there are too few resources in place to meet the needs of all aspects of mathematics. This was particularly evident where pupils in Year 1 were learning about capacity. They did not have sufficient, containers to help them consolidate their knowledge of empty and full. Because of this, some pupils were left confused and struggled to answer questions accurately.

Mathematics across the curriculum

45. The National Numeracy Strategy has been effectively implemented and is helping to raise standards. Pupils use their numeracy skills well on a daily basis. They were observed working out dates in history as they talked about time-lines, measuring

distances and counting steps in physical education, and developing their understanding of data as they extracted and interpreted information in science and ICT.

SCIENCE

Provision in Science is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of the generally good teaching throughout the school.
- There is a good emphasis on the investigative strand of this subject and the use of specific scientific language
- Effective assessment takes place at the end of each taught unit.

Commentary

46. In 2003, while the proportion of pupils reaching Level 4 and above in end of Year 6 tests was lower than the national average, school tracking data clearly indicates that pupils reached the levels expected of them and achieved well. Test results in 2004 indicate a much higher proportion of pupils reaching Level 4 and 5, reflecting the abilities of this group of pupils. Overall, by the end of Years 2 and 6 standards match those expected nationally, and pupils of all abilities and with varying needs achieve well. Most pupils enter Year 1 with limited language skills and life experiences, so for many younger pupils, progress is good as they begin to develop a basic science vocabulary and establish learning skills in science lessons.
47. Overall teaching and learning are good in both key stages. Good planning, organisation, clear learning objectives, and regular assessment are consistent features of teaching in science. Pupils have great pride in their work and teachers make satisfactory comments in books to give praise, as well as suggestions for improvement. In discussion with pupils they said that they really enjoyed the frequent opportunities planned for them to investigate. They could also recall investigational work carried out in previous years such as the work on floating and sinking. They could recall what was required to ensure their boat floated.
48. There has been good improvement since the last inspection:
 - Standards overall have improved, particularly in the knowledge and understanding of science;
 - Detailed analysis of test results has resulted in more planned opportunities for pupils to investigate;
 - A more rigorous assessment system has been put into place.
49. The leadership and management of science are good. The coordinator is enthusiastic and has implemented some important developments, including attention given to cross-curricular links in planning and teaching that effectively aid learning. She has been involved in the monitoring of the subject by checking the planning and giving advice. She has also carried out classroom observations of science lessons and given feedback to the teachers.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- Standards by the end of Year 6 and 2 exceed expectations.
- Pupils achieve well.
- Teachers and classroom assistants are confident with the subject.
- In some lessons, resources are not used effectively enough to promote the best possible learning for all pupils.

Commentary

50. Pupils exceed the expected levels at the end of Years 2 and 6 and achieve very well in developing skills and knowledge in ICT. There has been good improvement to the information and communication technology provision since the last inspection. These improvements have had a positive impact on pupils' attitudes and interest in the subject and the standards that pupils reach. The curriculum offered to the pupils and the amount of time offered in the computer suite have significantly improved standards reached by the pupils at the end of both Key Stages.
51. Good teaching, both by teachers and classroom assistants, helps pupils to learn effectively. Adults know the requirements of the subject very well, are very confident in their delivery and make explanations very clear for pupils. Planning and the sharing of objectives are good and the pupils benefit from this clarity within the lessons. Discussions with Year 6 pupils show their enjoyment in the subject and their enthusiasm. Pupils across the ability range show a positive attitude towards the subject. In a good lesson, pupils were able to test their Lego models by using a previously installed control program. The lesson would have been improved had the program been installed on more computers, so that more pupils were able to test their models and learn through practice and correcting their own mistakes.
52. The able and effective coordinator has monitored teachers' planning and provided teachers with useful support. Monitoring of teaching and learning is planned for the next academic year. She has introduced assessment procedures, which are effectively used by the staff. She is also plans for ongoing upgrade and replacement of hardware and programs to ensure that ICT at the school keeps abreast of the times and standards are maintained.

Information and communication technology across the curriculum

53. ICT is regularly used to promote learning in other subjects. Pupils use the Internet regularly, access a range of programs to gain knowledge and improve the presentation of their work as they develop the skills to edit and amend. They use their multimedia skills to improve their work on the various humanity topics that are covered. Year 4 pupils produced good work related to the planets, using a variety of computer-generated graphs.

HUMANITIES

54. Due to inspection priorities and limited time, work in **geography** was not fully inspected. From work samples and discussions with pupils, it is evident that the full programme of study for the subject is covered and pupils develop a suitable understanding of

geographical skills and local and world geographical knowledge. The subject is suitably planned and regularly taught.

Religious Education

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

Main strengths and weaknesses

- Religious education makes an effective contribution to pupils' personal, spiritual, moral, social and cultural development.
- The subject is well led and managed.
- A majority of the studies in Key Stage 2 are dependent on activity sheets, which do not always promote interesting and effective learning.

Commentary

55. Standards have been maintained since the last inspection and are in line with the expectations of the locally agreed syllabus at the end of Years 2 and 6. Pupils achieve well because teaching encourages interest and enthusiasm for the subject. Teachers have high expectations of pupils and encourage them to think deeply. Pupils are well challenged by activities that are carefully matched to their needs. This was seen in a Year 1 lesson studying Judaism where the pupils took part in a wedding ceremony and feast. The pupils were fully involved in the role-play, and were able to practice their speaking and listening skills. The current emphasis in religious education is for pupils to learn from religion as well as building their knowledge of a wide range of world religions. This is being successfully achieved and demonstrated when a Year 2 class reflected on the meaning of religious and personal symbols such as an Easter egg, and a birthday cake, which they could relate to their own lives and were able to identify similarities and differences, and begin to discuss their meaning. This was further developed in a Year 4 class where the pupils discussed the many symbols, such as the wedding ring used during the marriage service and what it represented.
56. Subject leadership and management are satisfactory. The co-ordinator has a clear vision for the development of the subject, and monitors the planning and ensures that it follows the locally agreed syllabus. He understands the strengths of the subject and areas for further development. He has monitored teaching effectively through observing lessons, and talking to the teachers about their concerns. The school has a system for assessing pupils' progress and monitoring the areas of study covered by each year group.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- Effective planning links history with literacy, art and computer skills.
- The subject is well led and managed.
- The provision for history takes good account of the wide variations in pupils' prior attainment levels.

Commentary

57. Standards have been maintained since the last inspection and are in line with nationally expected levels at the end of year 2 and 6. Pupils achieve well in history. In one lesson seen, the pupils worked collaboratively, showing enthusiasm on one of three tasks set by the teacher. These were creating a bravery award for Grace Darling, re-telling the story through drama, or writing a newspaper report. Pupils are given the opportunity to improve the quality of their speaking and listening and to write in a different genre.
58. The subject is well led and managed and there is clear planning in place for the development of the provision. The co-ordinator has carefully tracked historical links with other subjects that make learning interesting and relevant for pupils. The use of success criteria for each lesson focuses teaching on what pupils will achieve by the end of the lesson, and the steps in learning that are necessary to get to this point. The subject effectively supports learning in literacy, art, and ICT, in researching information. Use is made of the local environment, which is rich in history, and the study of World War 2 was enhanced by a visit to the Imperial War Museum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

59. Due to limited time and previously agreed inspection priorities, **music** and **design and technology** were not priorities for this inspection and no lessons were observed. Consequently, no judgements can be made about the overall quality of provision. Pupils were observed singing sweetly and in tune during assemblies, and listening to taped music as they entered and left the hall. There were displays of interesting and carefully made design projects. Planning for both subjects indicates that requirements are met and pupils have satisfactory experiences.

Art and Design

The provision for art is **good**.

Main strengths and weaknesses

- Artwork is effectively based on stimuli within pupils' own experiences and this allows them to be creative from a firm foundation of knowledge and ideas.
- High standard display demonstrates respect for pupils' work and a celebration of their achievements.
- Effective leadership and management of the subject ensure that pupils' learning is continuous and enables their good achievement.
- Some classrooms are difficult to organise for art activities.

Commentary

60. Standards in art meet expectations at the end of Years 2 and 6 and pupils achieve well. The wide range of artwork displayed throughout the school gives clear evidence of these standards and pupils make good progress in learning artistic skills balanced with developing an understanding of artists, their influences and their work. Pupils use a range of media and techniques to create interesting work. Pupils imitate the styles of famous artists and there are attractive displays based on well-known works. All pupils develop a range of skills in drawing and painting, printing, textile and three-dimensional works in

paper, collage and clay. They develop their speaking and listening skills through discussion related to their artwork during lessons.

61. Teaching in art is good. Good support is given to individuals to improve their technique and to develop their ideas. Girls and boys alike have very positive attitudes towards their work and they display real pleasure in showing their work to adults and each other. Teachers have secure subject knowledge. Progress in art is supported by an after-school art club, which is very well attended. Artwork is used very effectively to support other subjects. For example a display of the water cycle was used during a science lesson to reinforce the pupils' understanding of evaporation and condensation. Pupils are able to explore ways of making, alternating, rotating, repeating and creating patterns in their design work in information and communication technology. The subject is well led and managed.

Physical Education

Provision in physical education is very **good**.

Main strengths and weaknesses

- The quality of teaching in physical education is very good, leading to standards well above those expected by Year 6.
- Very good outdoor accommodation promotes very good achievement in athletics.
- The extra-curricular sports programme is excellent.
- Leadership is very good and has a very positive impact on the provision.

Commentary

62. Standards in physical education are above the expected levels by the end of Year 2 and are well above by the end of Year 6. This is because the quality of provision is very good and because of the high quality skills of staff. Younger pupils show that they understand the need and the benefits of exercise. They worked hard to develop their ball skills as they practised and improved their dribbling, kicking and stopping techniques, achieving good standards of control. By Year 6, standards are well above expected levels. Pupils in Year 4 developed very good throwing patterns and improved their co-ordination as they experimented with their best 'throwing position'. They achieved well because of good support and very good teaching of skills.
63. The quality of teaching is very good and is a significant factor in the success of the subject. Teachers have very good knowledge of how to develop pupils' skills, and this leads to high quality coaching and improvements in each lesson. Very good attention is paid to the needs of each individual pupil so that they all feel valued. The outdoor accommodation is very spacious and provides a very good backdrop to all kinds of physical activities. It is very well used to enable pupils to succeed. This was particularly evident in athletics, in which pupils were able to use vast expanses of the field to perfect their throwing, running and hurdling skills.
64. The extra-curricular programme for sport is excellent and provides very high quality enrichment for pupils of all ages. Successes have been recorded in many local football and netball tournaments because of this programme, and because of the hard work and

dedication of staff. Leadership and management are s very good and have a very positive impact on the provision and standards. The headteacher and other teachers with very good skills lead most sporting activities within school and very effectively enthuse and motivate pupils. Leaders challenge pupils to strive for good results. This has led to over 70 per cent of pupils in Years 3 to 6 taking part in a sporting club of some kind after school. A high proportion of younger pupils also take part in one or more sports activity at the end of the school day.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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