

INSPECTION REPORT

St John Baptist (Southend) CE Primary School
Bromley, Kent

LEA area: Lewisham

Unique Reference Number: 100728

Headteacher: Ms A McGurk

Reporting inspector: Mrs J M Punnett
17826

Dates of inspection : 16 - 18 November 1999

Under OFSTED contract number: 706538

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Beachborough Road Bromley Kent BR1 5RL
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Appropriate authority:	The governing body
Name of Chair of Governors:	Mr A Newton
Date of previous inspection:	April 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs J M Punnett, Rgl	Mathematics	Attainment and progress
Dr T Clarke, Lay Inspector	Information technology	Teaching Leadership and management Attitudes, behaviour and personal development Attendance Support, guidance and pupil welfare Partnership with parents and the community Efficiency
Mrs N Myers	Art Music Special educational needs	Areas of learning for the under fives Section 11 funding Spiritual, moral, social and cultural development
Mr P Scott	Science Design and technology Physical education Equality of opportunity	Curriculum and assessment
Mr I Stainton-James	English History Geography	Staffing Accommodation Learning resources

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The leadership and management of the school are very good and give clear educational direction to the school's work.
- The provision for pupils' spiritual, moral, social and cultural education is very good.
- Support, guidance and pupils' welfare are strengths of the school.
- Early years provision is very good and a strength of the school.
- School administration and financial control are excellent.
- Relationships within the school and pupils' personal development are very good. The school's ethos is very good.
- Teaching overall is good across the school. It is very good in the early years.
- Attendance is good and pupils enjoy coming to school.
- The school's ethos and curriculum are enriched through music.

WHERE THE SCHOOL HAS WEAKNESSES

- I. The marking of pupils' work lacks consistency and does not always identify how a piece of work can be improved or why it is good. An improvement in the quality of marking will help the school raise standards further in English, mathematics and science.
- II. In writing, especially when writing in other subjects, at both key stages.
- III. Pupils at Key Stage 1 have insufficient opportunities to devise their own experiments in science, leading to lower than expected standards.
- IV. Not all pupils receive an equal entitlement to the whole literacy and numeracy hours through withdrawal for extra support.

The weaknesses are outweighed by the strengths but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made good progress in addressing the issues identified by the previous report. The strengths identified in the previous report have been maintained in the school's caring ethos, and pupils' very good attitudes and behaviour. The quality of provision for pupils' personal development remains a strength of the school. Teachers' assessments of pupils' work are better used to plan further work; assessment practice has improved since the last inspection. The match of work, especially for the higher attaining pupils, has improved in both key stages although there is still room for further improvement in the foundation subjects. The curriculum offered in design and technology and information technology now meets the requirements of the National Curriculum and better covers the full range of activities. Standards have improved in these subjects since the last inspection. The previous inspection found schemes of work and policies missing in a range of subjects. The school has worked hard to put schemes of work in place for most subjects, however, there are no schemes of work in place for art, history and geography. The issue of reviewing the use of non-contact time has been addressed satisfactorily. The better use of the 'early morning skills' session is evident in some classes. There are still some gaps in the quality of this provision due to staff changes. The high quality of the school's leadership and management and the very good ethos which promotes good standards mean that the school is in a good position to improve further in the future.

STANDARDS IN SUBJECTS

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
English	C	C		
Mathematics	B	C		
Science	B	C		

The information shows that at the end of Key Stage 2 standards in English are average when compared to all schools and when compared to similar schools. It shows that standards in mathematics are above average when compared to all schools and average in comparison to similar schools. In science, standards are above average when compared with all schools and average when compared to similar schools. The inspection findings are that the current Year 6 pupils are attaining above average standards in science. Standards in English and mathematics are average.

The 1999 test data for Key Stage 1 indicate average standards in reading, below average standards in writing and below national averages in mathematics. In science, teachers judged pupils' attainment as well below average. The inspection findings are that the current Year 2 pupils are attaining average standards in English, mathematics and science. Standards in design and technology, history and art are in line with those expected for pupils' ages. Standards in information technology and music are above those expected for pupils' ages. On the evidence seen, standards at Key Stage 1 in physical education are below those expected for pupils' ages. No judgement could be made about geography due to insufficient evidence.

The curriculum for the under fives is appropriate and is very well taught. Children feel happy and secure in their first term in school, and are confident and eager to explore. They show good progress in learning and development, beginning from a start, on entry, which the baseline assessment shows as within the average band for the local authority area. Children's language skills are below average on entry to school.

Throughout the school, pupils with special educational needs attain good standards for their capabilities. Religious education was inspected by a Section 23 inspector for which a separate report is published.

QUALITY OF TEACHING

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	very good	good	good
Mathematics	very good	good	good
Science	not applicable	good	good
Information technology	not applicable	satisfactory	satisfactory
Religious education	not applicable	not applicable	not applicable
Other subjects	very good	satisfactory	good

During the inspection, 47 lessons or parts of lessons were observed. Of these lessons, one was judged to be excellent, 18 were very good, 16 were good, eight were satisfactory and four were unsatisfactory. The quality of teaching for children aged under five is very good. The quality of teaching for pupils with special educational needs is good. Pupils with English as an additional

language receive satisfactory teaching.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. Relationships and personal development are very good. Pupils show initiative and are very willing to take responsibility.
Attendance	Good, above the national average. Significantly better than other schools in the borough
Ethos*	Very good. There is a calm, purposeful atmosphere. All adults working in the school have high expectations of what pupils can achieve. Pupils are keen to learn.
Leadership and management	Very good and a strength of the school. The headteacher gives clear educational direction to the school and is ably assisted by the deputy headteacher and the school administrative officer, who together form the senior management team. The governors make a good contribution to leadership and management.
Curriculum	Good. The curriculum is broad and balanced at both key stages and meets statutory requirements. The planned curriculum for the under fives is very good and children make good progress. There are no schemes of work in art, history and geography.
Pupils with special educational needs	Provision for pupils with special educational needs is good. Pupils make good progress at both key stages.
Spiritual, moral, social and cultural development	Very good and a strength of the school. High standards have been maintained since the last inspection.
Staffing, resources and accommodation	Good overall. The arrangements for the professional development of teachers are very good and clearly linked to the priorities in the school development plan. Resources are good overall with the exception of geography where there are too few atlases and globes to support learning. The accommodation is good for the under fives and at both key stages. However, there is no secure outdoor play area specifically for the under fives. The library holds a good stock of quality books.
Value for money	Good.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school

- V. Pupils' very good behaviour; levels of discipline and respect are very high.
- VI. Impressed with the provision for special educational needs.
- VII. The commitment of the headteacher and staff.
- VIII. Pupils encouraged to develop their talents.
- IX. Chosen for the school's all-round education.

What some parents are not happy about

- X. A small minority of parents raised a concern tendance on pupils who have regular illness and
- XI. Communications to parents who do not work
- XII. The safety issue of having the climbing frame
- XIII. A few parents expressed concern about meeting and in response to the questionnaire.

Twenty-six parents attended the meeting held before the inspection. Sixty parents responded to the parents' questionnaire. The inspection finds the arrangements to reward good attendance have a positive effect on the majority of pupils and are successful in encouraging pupils to attend regularly and punctually. Letters are sent out to all parents regarding any school events and the inspectors found no evidence that parents not working at the school were disadvantaged in any way with regard to communications. When the climbing frame was proposed for the school playground an appropriate risk assessment was carried out taking due regard to the safety of the equipment. The inspection finds this arrangement to be satisfactory. The new homework arrangements are out to consultation and this should reassure the parents who commented about the lack of consistent arrangements.

KEY ISSUES FOR ACTION

The governors, headteacher and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes still further.

*.Further raise the standards of attainment in English, mathematics and science in both key stages by:

- maintaining the present good quality of teaching in all three subjects;
- raising teachers' expectations of what pupils can achieve when writing;
- raising teachers' expectations of what pupils can achieve in science at Key Stage 1;
- implementing a whole school policy for handwriting to improve presentation and clarity;
- affording opportunities for pupils to develop their own personal writing (paragraph numbers 9, 11, 13, 17, 37, 101, 115).**

*.Speedily address areas within assessment practice by:

- ensuring the full implementation of the marking policy;
- developing a policy for assessment;
- agree whole school procedures for sampling and moderating pupils' work;
- involving pupils in the assessment of their own work (paragraph numbers 17, 36, 37, 47, 48, 95, 103, 121).**

*.Reconsider the issue of curricular entitlement for those pupils withdrawn for extra literacy support (paragraph numbers 21, 35, 44, 68).

** *These issues have already been identified by the school for action.*

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- Rectify the minor omissions in the school's policy for special needs and in the school's prospectus. (paragraph numbers 62, 72).
-

INTRODUCTION

- Characteristics of the school

1. St John Baptist (Southend) C of E Primary School is situated in a quiet area off the main London road out of Bromley. Many pupils come from the Downham and Bellingham estates, although some pupils travel from Catford. The area has a varied population with very few children experiencing pre-school education. The school is very over subscribed, most recently there were 100 applicants for 30 places. The attainment on entry to the school is broadly average as indicated by the baseline assessment results. St John Baptist is a similar size to other schools of the same type. It provides education for pupils aged four to 11 years. Most pupils transfer to local secondary schools in the London Borough of Lewisham. There are 201 pupils on roll, 94 boys and 107 girls. Additionally, there are 10 part-time pupils in the reception class. Thirty pupils come from homes where English is not the first language. The percentage of pupils speaking English as an additional language is above average. Sixty-six pupils are identified as having special educational needs, this is above the national average. Two pupils have Statements of Special Educational Need, which is broadly in line with the national average. The intake number is 30 and pupils are organised into seven single-aged classes. The percentage of pupils eligible for free school meals is broadly average. During the school year prior to the inspection one pupil was permanently excluded.
2. The school has 20 full-time and ten part-time children aged under five in the reception class. Induction procedures include visits to the school by the children and their parents, home visits by the reception class teacher and written information for parents. Although children usually enter the school at broadly average levels of attainment, their literacy skills are below average.
3. Changes to the school in the last two years include the appointment of 7.80 members of the teaching staff. During the same period of time, six members of the teaching staff have left the school. The high staff turnover is due to teachers moving on promotion or leaving to have families. All vacancies have been filled with permanent staff.
4. The school aims to provide a happy, encouraging family atmosphere giving emotional stability and a motivating experience through which adults and pupils alike are able to develop academically, creatively, socially, aesthetically and morally to their fullest potential. Through prayer and fellowship the school seeks for spiritual support and encouragement in their work. It aims that all children will become worthy citizens of the future by asking such questions as 'who is my neighbour'. Equal opportunities and cultural diversity are at the centre of this. Parents are always welcomed into the school and the school seeks to work together with parents as a team to nurture and develop the naturally inquisitive instincts of the children. The school constantly assesses and monitors achievement and evaluates outcomes in the process of reaching its aims.
5. The school development plan identifies clearly the main areas of development and the accompanying targets which are guiding the school's work for the next few years. Its priorities include focus areas within the curriculum, such as literacy, numeracy and information technology; also developing assessment in science and the use of information technology; revising the scheme of work in design and technology; developing out of school hours provision; a training programme for classroom assistants in literacy, numeracy, information technology and special needs; developing links with Sedgehill secondary school and with community groups and European schools through the Internet; and establishing a parents' forum for discussion and debate. The plan is related to the school's aims and defines appropriate priorities within a suitable time-scale.

Key indicators

5.

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
for latest reporting year:	1999	17	13	30

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys Girls Total	14 11 25	14 10 24	15 11 26
Percentage at NC Level 2 or above	School National	83(80) 85(80)	80(70) 86(81)	87(84) 90(84)

5. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys Girls Total	13 10 23	13 10 23	13 10 23
Percentage at NC Level 2 or above	School National	77(77) 82(81)	77(60) 86(85)	77(70) 89(86)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2	Year	Boys	Girls	Total
for latest reporting year:	1999	17	12	29

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys Girls Total	11 11 22	13 11 24	14 11 25
Percentage at NC Level 4 or above	School National	76(61) 70(65)	82 (65) 69 (59)	86(52) 78(69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys Girls Total	12 11 23	13 11 24	14 11 25
Percentage at NC Level 4 or above	School National	79(68) 67(65)	82(68) 69(65)	86(74) 75(72)

² Percentages in parentheses refer to the year before the latest reporting year

5.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year: 1999	Authorised	School	%
	Absence	National comparative data	4.4
	Unauthorised	School	5.7
	Absence	National comparative data	0.3
			0.5

5.

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year: 1998		Number
	Fixed period	0
	Permanent	1

5.

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	40
	Satisfactory or better	91
	Less than satisfactory	9

5. **PART A: ASPECTS OF THE SCHOOL**

5. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

5. **Attainment and progress**

6. Analysis of the national end of Key Stage 2 tests for 1999 shows that, in English, the proportion of pupils reaching Level 4 and above was average when compared to national benchmarks and that the proportion was average for Level 5 and above. In mathematics, the proportion reaching Level 4 and above was above the national average but, of these, the proportion at Level 5 attainment was well below the national average. In science, the proportion was above the national average at Level 4 and above, and well below the national average at Level 5. When the averages of the school's test data for 1999 are compared with all schools, standards are shown to be average in English, above the national average in mathematics and science. When compared with similar schools standards are shown to be well above average in mathematics and average in English and science.
7. When the end of Key Stage 2 test results at Level 4 and above for 1999 are compared with those reached by the school in 1998, they show an improvement in English, mathematics and science. Taking three years together, 1996, 1997 and 1998, attainment by boys in English was below the national average, while that of girls is close to the national average. The attainment of boys was well below the national average in mathematics, whilst that of girls was above the national average. The attainment of boys in science was below the national average whilst that of girls was well above the national average. Boys appear to perform less well in tests than girls.
8. The inspection findings show that standards in Year 6 are on course to be at the levels of the national expectation in English, mathematics and science. In information technology by the end of Key Stage 2, pupils are on course to meet the national expectation. At Key Stage 2, standards exceed the national expectation in music. Pupils' attainment is in line for their ages in art, design and technology, history and physical education. No judgement could be reached about geography. Standards in literacy and numeracy are satisfactory. These findings are comparable with those of the last inspection except in English, information technology and design and technology where standards are judged to have improved. In science, the standards are not as good as they were at the last inspection. However, the findings of this inspection are that the school now achieves satisfactory or better standards in all subjects of the curriculum at Key Stage 2. Lower standards are to be found in writing.
9. In English, by the age of eleven, standards in speaking and listening are good. Attainment in reading is satisfactory. Standards in writing are below average. The pupils listen carefully to others reporting as they deliver a news broadcast about the armistice. They read confidently and with expression and use books to find information and for enjoyment. Opportunities for pupils to develop their personal writing are limited. In mathematics, by the end of Key Stage 2, the pupils find patterns in their work, manipulate fractions and decimals, understand place value, draw angles increasingly accurately and construct and explain simple line graphs. There are some insecurities in their range of mental calculations. By the age of 11, in science, the pupils have some understanding of the concept of a fair test and describe features of plants. There are too few opportunities for pupils to devise their own scientific experiments. By the end of Key Stage 2, in information technology, pupils demonstrate appropriate word processing competence and have well-developed keyboard skills. They have a good knowledge of the Internet and multimedia presentations.
10. By the age of 11, in art, pupils have created detailed Islamic patterns and, in design and technology, make models of park benches and telephone boxes. In history, pupils talk

confidently about Henry VIII and, in physical education, they extend their games skills. By the end of Key Stage 2, in geography, pupils use aerial photographs to extend their local knowledge and information on land use. In music, they show above average knowledge of musical vocabulary. Their singing is of a high quality.

11. Analysis of the national end of Key Stage 1 tests and assessments by teachers for 1999 shows that the proportion of pupils reaching Level 2 and above, and at Level 3 and above in reading, was well below average when compared with the national average. In writing, the proportion of pupils at Level 2 and above was well below the national average and well below at Level 3 and above. In mathematics, the proportion of pupils reaching Level 2 and above was very low when compared to the national average. It was below the national average for those reaching Level 3. When the averages of the school's test data are compared with those of similar schools, they show that standards are very low in reading and mathematics, and below average in writing.
12. When the end of Key Stage 1 results for 1998 are combined with 1997 and 1996, the aggregate shows above average standards in reading and close to the national average in writing and mathematics. Over these three years girls achieved well above average standards in reading, below average standards in writing and standards close to the national average in mathematics. The performance of boys over the same period shows above average attainment in reading and performance in writing and mathematics was close to the national average.
13. Analysis of the national end of Key Stage 1 assessments by teachers for 1999 shows that the proportion of pupils in science at Level 2 and above was well below the national average and very low at Level 3 and above.
14. The inspection findings show that, by the end of Key Stage 1, standards are on course to be close to the levels of national expectation in English, mathematics and science. In information technology, standards are on course to be above the level of national expectation. At Key Stage 1, standards are on course to be in line with expectations in art, history and design and technology. Standards are on course to be above expectations in music. No judgement could be made about geography, as there was insufficient evidence. On the basis of the work observed, standards are unsatisfactory in physical education. Standards in literacy and numeracy are satisfactory. The standards in English and science at the last inspection were found to be above average; the present findings indicate a slight dip in the subjects although attainment on entry in language and literacy is below average which effects the outcomes in both of these subjects. The standards in mathematics and music have been maintained. Art was judged to be a strength; this is no longer the case although it is satisfactory.
15. In English, by the age of seven, pupils listen well to each other and make relevant contributions to discussions. Pupils enjoy reading stories. They write simple sentences using a storyboard. By the end of Key Stage 1, in mathematics, the pupils have a good knowledge of number and a satisfactory knowledge of space, shape and measures. They use standard and non-standard units for measuring length. By the age of seven, in science, pupils recognise the differences between artificial and man made textiles. In information technology, pupils are confident in keyboard use and many accurately use the keys. In design and technology, pupils make simple designs for hand puppets. In physical education, they make unsatisfactory progress in developing their basic floor skills. In history, pupils know about the achievements of famous people in the past such as, Florence Nightingale; and in music, they are developing a secure sense of pitch when singing. In art, pupils have satisfactory drawing and painting skills. No judgement can be made about geography.
16. The attainment of children aged under five is broadly average for their ages when they enter

school although their attainment is below average in language and literacy. Most children make good progress in all areas of learning, language and literacy, mathematics, knowledge and understanding of the world, personal and social development, creative development and physical development. They attain average standards by the age of five. Children's personal and social skills are above average by the time they are five. By the age of five, the children know and use the sounds represented by the letters of the alphabet, understand simple addition, use computers, respond to and explore well sound, colour and texture and show interest in the man-made and natural worlds around them. The children use tools, such as paintbrushes and pens, with considerable dexterity. They show satisfactory co-ordination when using climbing apparatus. The children work and play effectively, both independently and as part of a group.

17. The pupils make good progress at Key Stage 1. This rate of progress is related to the satisfactory and often good quality of teaching in the key stage. Satisfactory or better progress is made in all subjects of the National Curriculum, excepting in physical education where progress is unsatisfactory. In mathematics, science, design and technology, information technology and music, pupils make good progress. Thirteen lessons were observed at Key Stage 1 and progress was very good or good in 10 of these. In two lessons it was satisfactory and it was unsatisfactory in one lesson. Where the marking of pupils' work helps them to improve, progress is better. In English, satisfactory progress is made as pupils learn to spell a greater range of words accurately. Good progress in mathematics occurs as the pupils progress from recognising numbers to undertaking addition and subtraction to ten and beyond. In science, good progress is noted as the pupils increase their knowledge of fair testing. In information technology, the pupils increase their computer mouse control skills and make good progress in learning computer applications. In physical education, pupils' progress in gymnastics is unsatisfactory. In music, good progress is made in the pupils' understanding of rhythm and pitch which is reflected in their singing. In history, they show an increasing awareness of the problems faced by Florence Nightingale in the Crimean war. In art, they gain greater control in their use of paintbrushes and pencils and begin to relate the work of famous artists such as Van Gogh, to their own. No judgement could be made about geography due to insufficient evidence.
18. At Key Stage 2, pupils make good progress in mathematics, science, information technology, design and technology, physical education and music. In English and physical education they make satisfactory progress. No judgement could be made about geography due to insufficient evidence. At Key Stage 2, 29 lessons were observed during the inspection. Of these lessons, progress was excellent during a music lesson, very good in seven lessons, good in 13 lessons, satisfactory in five lessons and unsatisfactory in three lessons.
19. Satisfactory progress is seen in English as pupils widen their speaking and listening skills through expressing their ideas and opinions in classes and assemblies. Progress in writing is satisfactory throughout Key Stage 2 with evidence of pupils using a variety of genres and styles. In mathematics, the pupils' understanding of shape, space and measures grows appropriately and, in science, their ability to measure the height of plants is suitably developed. In information technology, the pupils' skills grow from an ability to change fonts in Year 3 to cutting and pasting in Year 6. In physical education, pupils develop good co-ordination in games skills as they progress through the key stage. In history, they develop their understanding of major historical events. In art, pupils develop a good range of knowledge about the art of varied cultures and, in music, they develop their knowledge of different styles of music and singing techniques. In design and technology, pupils design and make various articles with increasing skill and dexterity. No judgement could be made about geography due to insufficient evidence.
20. Literacy is taught satisfactorily. The literacy hours are well established and proving effective in raising standards. The school's provision for literacy overall is good. Literacy is

appropriately developed through the curriculum, for example in the writing of scientific reports, or descriptions in history and religious education, and reading for information either from the Internet or books in a variety of subjects and topics.

21. Numeracy is taught satisfactorily and applied effectively in other subject areas such as, science and design and technology. The mathematics policy is clear, and the school follows the National Numeracy Strategy scheme of work. The national strategy provides equality of access to all pupils however, some pupils miss their entitlement when they are withdrawn for extra literacy support work by the special needs coordinator. In terms of pupils' mathematical development this is a less than satisfactory arrangement.
22. Pupils with special educational needs make good progress, as a result of well-adapted curriculum provision in classes. Classroom provision is linked to targets in individual education plans for English and for behaviour. There are no targets linked to numeracy. Very good progress is made in withdrawal sessions, for pupils identified as needing concentrated support for reading development. A few pupils have targets which are too wide ranging. The effectiveness of some individual education plans is lessened by the number of targets given. Progress is most marked in literacy, but occurs across a range of subjects. There are 81 pupils from ethnic minority backgrounds. There are no significant differences in the progress of pupils from different backgrounds. Pupils in Years 4 and 5 receive support weekly, six from each year group from the teacher provided by the local education authority. Within the constraints of the inspection it was only possible to observe one Year 4 session. The attainment of pupils is in line with expectations for their age, in terms of language use and understanding.

22. **Attitudes, behaviour and personal development**

23. Pupils' attitudes, behaviour and personal development, overall, are good. Attitudes and behaviour are good, while relationships and personal development are very good.
24. Pupils show interest in their work, sustain concentration well and, can work well on their own. They enjoy their school-work, apply themselves well to challenging tasks and are keen to answer questions. There is evidence that, as pupils grow up through the school, they display increased maturity by showing more patience in waiting for their name to be called, without interrupting, to answer questions. This was observed in lessons and assemblies, where the school is keen to allow pupils to show off their knowledge of subjects and more general matters. Pupils show pride in their work and are keen to demonstrate this to visitors to the school. Pupils with English as an additional language respond well and they are well integrated within classes. When given poorly matched tasks in withdrawal groups for extra support, they go off task quickly. Pupils with special educational needs respond well to relevant and interesting work that matches identified needs; their behaviour and personal development are good.
25. Behaviour in and around the school is good. In the playground and during school dinners, although pupils were well supervised, there was seldom need for discipline to be enforced as it came naturally to the pupils to conform to school rules. Children aged under five respond positively to school rules and their behaviour is very good. Pupils are polite and courteous, not least to visitors, and property is well respected. The politeness of pupils was well in evidence during the inspection, when members of the team received frequent offers to be shown round the school. In those few incidences where inappropriate behaviour was seen, it was always handled in a tactful and positive manner and in an atmosphere of mutual respect. In the year prior to the inspection a pupil was excluded permanently. This was the first permanent exclusion during the time the headteacher had been at the school and it only took place after much heart searching. The small number of temporary exclusions in the

preceding years have usually been due to the same pupil. At the parents' meeting, favourable comments were made about pupils' behaviour.

26. Pupils form very good relationships with each other, with members of staff and other adults and, when required, work well in collaboration with others. This collaborative working was seen frequently during lesson observations. Children aged under five are confident in their approach to learning tasks and when talking to other children. There were no instances of bullying observed during the time of the inspection and pupils of all races relate well to each other and none of the racial tension, which the headteacher mentioned in her commentary as being present on some of the neighbouring estates, is in evidence at the school. As well as working well together in the classroom, a good example of collaborative work was seen in the performance of the school choir, during school hours, and the gospel choir, made up of children and adults, after school on the Tuesday of inspection. The latter was a joyous occasion for all.
27. Respect is shown for others' feelings, values and beliefs. They listen well to each other and to adults. They respond well in assembly, listening intently to music and stories, responding with humour, where appropriate. One of the pupils says grace at lunch time and all pupils remain quiet and listen. This contributes positively to the school's very good ethos.
28. Pupils show initiative and are very willing to take responsibility. The school gives pupils the opportunity to take on more responsibility as they move up through the school. They carry out routine chores, such as putting away equipment and furniture after classes and at the end of the school day, without having to be prompted. The older pupils help the younger ones in the dining room, after the infants finish their lunch. The school encourages pupils to take part in major school decisions; for instance, the older pupils, as well as the parents are among the consultees for the new homework policy. This consultation is underway at the moment. For such consultation there is a pupils' committee to which proposed decisions are referred. Overall, the personal development of pupils is very good. The high standards have been maintained since the last inspection.

28. **Attendance**

29. The attendance rate at the school, 95.4 per cent in the previous reporting year, is good and above the national average. The authorised absence rate is 4.4 per cent and the unauthorised rate is low at 0.3 per cent. Apart from being better than the national rates, all the figures are significantly better than those of other schools in the borough. The number of half days missed per absent pupil was 14.8 per cent for those with authorised absence and 7.3 for those with unauthorised absence. The former figure is good considering that there are a small number of pupils at the school with serious long-term illnesses. No evidence was found that pupils from ethnic minority groups or those with special needs have a lower rate of attendance than any other group. The figures are an improvement on those at the previous inspection.
30. In general pupils arrive promptly at school. Only a small number of pupils arrive late at the start of the school day and they report straight to the school office as required under the school's policy.
31. The registers are computerised using a commercial package. The school has just started using this system and the software company are still making small adjustments at the request of the school. The attendance figures are generated from the dinner register, which allows the class teacher to keep the class registration sheets for her own records. Scrutiny of the registration sheets showed that they are marked in accordance with statutory requirements. Registration takes place promptly at the start of the school day and before

school in the afternoon.

32. The low level of absence and the prompt arrival of pupils at the school have a positive effect on the attainment and progress of pupils.

32.

QUALITY OF EDUCATION PROVIDED

32. Teaching

33. Overall, the quality of teaching is good. It was found to be excellent in one lesson, very good in 18 lessons, good in 16 lessons, and satisfactory in eight lessons. Unsatisfactory teaching was found in four lessons. The previous inspection found that less than satisfactory teaching was evident in the upper juniors. This inspection finds less than satisfactory teaching occasionally occurs in the lower junior classes and at Key Stage 1. The previous inspection judged that the quality of teaching 'in the infants' was satisfactory or better in the majority of lessons. In a very few lessons teaching was found to be unsatisfactory. No clear judgement was made in the previous inspection regarding the quality of teaching in the reception class. The findings of this inspection show that the quality of teaching at both Key Stage 1 and Key Stage 2 is now satisfactory or better in the majority of lessons and the quality of teaching in the reception class is very good. This is an improvement on the previous inspection findings.

At Key Stage 1 teaching is good overall. More than three-quarters of lessons were good or very good. At Key Stage 2, the quality of teaching is good overall with well over half of all lessons judged as good or better. Good lessons are evident in all subjects at this key stage. Literacy and numeracy are taught daily and the time is used effectively. The quality of teaching of literacy and numeracy is satisfactory.

34. The quality of teaching of pupils aged under five is very good. Five lessons were observed, one was good and four were very good. A strength of provision is the level of co-operation between all adults involved in teaching the under fives. This closely united team approach provides the best possible start for children. All areas of learning are successfully taught. Staff have established very supportive relationships with all children and know them well as individuals. They provide a high quality learning environment and demonstrate a secure understanding of the intellectual and pastoral needs of young children. Planning is soundly based on the areas of learning for the under-fives but there are clear links to the National Curriculum, literacy and numeracy strategies. A few children are working at the early levels of the National Curriculum and staff ensure that children who learn more quickly are suitably challenged. Tasks planned are lively, interesting and well matched to the age and ability range of children. Continuity and progression in learning are guaranteed by careful planning that builds on what children know, understand and can do. However, formal systems to record assessments made by staff are not yet in place. Baseline assessment results inform curriculum planning. Resources for learning are of good quality, easily accessible and well used. Staff are particularly successful at improving further on children's already good social skills and provide rich opportunities for under-fives to acquire self-discipline and independence.

35. The quality of teaching and support for pupils with special educational needs is good overall. Support assistants give effective help to individuals and small groups of pupils. Most teachers have a range of effective strategies for fully involving support staff in all parts of literacy and numeracy lessons. Their ability to provide a continuous programme of work in literacy and numeracy is disrupted when groups are withdrawn for extra literacy support. The quality of specialist support teaching for pupils with English as an additional language is broadly adequate. Systems are not in place to enable the teacher to plan clear goals for pupils, securely linked to sound assessments of levels of need. There is insufficient rigour in the support offered. Many parents and voluntary helpers come to school and hear pupils read individually or supervise a small group within a classroom.

36. At Key Stage 1, the quality of teaching is good overall although, occasionally, teachers' expectations of the pupils who might learn more quickly are too low in some 'early skills' sessions. At this key stage, of the 15 lessons observed during the inspection, 12 lessons were good or better, two were satisfactory and one was unsatisfactory. In the unsatisfactory lesson the teacher lacked specific subject knowledge and the effects of the teaching led to unsatisfactory progress by the pupils. The quality of literacy teaching is satisfactory overall, with some examples of good teaching. Lesson plans set out clear objectives in all subjects observed. Resources that will be needed are identified. Opportunities to identify assessment tasks in the lesson planning are well thought through and assessment is having a positive impact on the progress that pupils make. Features of good teaching include teachers who develop good relationships with their class, confident use and reinforcement of specific vocabulary and lessons that develop careful observational and analytical skills. In information technology, teachers have a good subject knowledge, planning is good and learning is well linked to other subjects. Good links are seen in art where pupils enhance their study of Van Gogh's 'Sunflowers' by producing computer-generated pictures of the painting. The marking of pupils' work is variable; where it is good it clearly identifies how pupils' work can be improved. Teachers' comments are often useful and assist pupils to make progress. Support staff and voluntary helpers are well organized by class teachers.
37. At Key Stage 2, the overall quality of teaching is good. At this key stage, of the 29 lessons seen during the inspection, over a half were good or better, almost a quarter were satisfactory and less than one tenth were unsatisfactory. An excellent music lesson was observed. At Key Stage 2, some examples of good teaching were observed in literacy sessions where teachers gave pupils good encouragement to use dictionaries. In lessons where the teaching is good, teachers employ a wide range of strategies to develop pupils' learning. In the previous inspection the higher attaining pupils' were insufficiently challenged. This inspection finds improvement in this area, especially in the upper junior classes. High expectations are evident for pupils of all abilities and work is clearly differentiated by task for the age and ability of the pupils. However, teachers' expectations of pupils in the 'early skills' sessions are not as high as they might be in the foundation subjects. Assessment shows good improvement since the last inspection. In some subjects, teachers use the government's published schemes of work to ensure that pupils make progress in each subject. Teachers have satisfactory or better subject knowledge in most areas of the curriculum, they are less confident in design and technology. In information technology, teachers have good subject knowledge, planning is thorough and learning is well linked to some other subjects, such as English and art. The previous inspection noted that teachers had insecure subject knowledge in information technology and design and technology; this is no longer the case in information technology and a few teachers still lack confidence in their design and technology knowledge. Most lessons had some good features, however, teachers do not always mark pupils' work in order to raise standards. The marking of pupils' work seldom tells them how to improve their work or why a piece of work is good. The development of subject specific language is well developed across the key stage. In most classrooms, pupils are given opportunities to select appropriate resources and to find out information. This is an improvement on the previous inspection findings where pupils were found to have insufficient opportunities to think for themselves and develop their own ideas. There are still too few opportunities to develop the experimental and investigational aspects of science which, on occasions, is too teacher directed.
38. In general, homework is not used consistently to support learning. Younger pupils are encouraged to take books home to read regularly. Older juniors complete topic folders using information technology, literacy and art skills to produce topic books of a good standard. The proposed homework policy is out for consultation and the school intends to have it in place at the start of next term. Twenty per cent of parents who replied to the parents' questionnaire are not satisfied with the work children are expected to do at home. At the parents' meeting

the views were equally divided.

39. Good use is made of the parents and volunteers who give their time to work in the school, including the Chair of Governors. Good use is made of the allocated hours of classroom assistant time. Adults work with pupils on a range of activities, mostly reading, including work with pupils who have special educational needs. The quality of this work enhances the education of pupils.

39. **The curriculum and assessment**

40. The curriculum is good overall. The school offers a broad programme for the subjects of the National Curriculum and has succeeded in maintaining an effective balance in Key Stage 2 despite the increased emphasis given to literacy and numeracy in response to the national initiatives in these areas. There is less balance in the Key Stage 1 curriculum where the percentage of intended teaching time is below the national medians in English, science, history, geography, music and religious education. However, the balance, breadth and relevance of the curriculum at Key Stage 1 are good in spite of the lower percentage of teaching time. The National Strategies for literacy and numeracy are well focused and implemented. The effectiveness of the school's strategies for literacy and numeracy is good. There is also an emphasis on information technology through the National Grid for Learning initiative and, throughout the school, on the performing arts. The performing arts are well promoted through music, dance and drama within the school curriculum and extra-curricular activities. These do much to raise the self-esteem and standards of the less academically inclined pupils. The balance of the school's curriculum is carefully considered and achieved.
41. Policies are in place for all subjects. Schemes of work give a clear indication of work to be taught across both key stages. They provide for good coverage of the National Curriculum Programmes of Study. The Qualifications and Curriculum Authority's frameworks provide the basis for teaching in most subjects. These and other schemes, such as the Dudley local authority scheme for physical education, are linked to the school's programme and the focussed topics.
42. Pupils are usually taught in single age groups. The school's planned programme ensures that all receive the full content of the National Curriculum. Each subject retains its integrity within the topic-planning framework. The headteacher, her deputy and subject co-ordinators monitor the planning very well. Evaluation procedures are also very good. These aspects are a considerable improvement since the last inspection. Teachers are sometimes beginning to link information technology with other subjects but these links are not always formally planned. There is a general lack of use of information technology to support teaching and learning in some areas of the curriculum, such as science and design and technology. The timetabled skills sessions operating on four days per week remain in place as at the last inspection. The delivery of these sessions has improved. They now have a more positive impact on pupils' learning through a range of skills over a number of planned activities.
43. A policy for personal, social and health education is in place and attention is given to the cross-curricular nature of this area. The content of the programme follows the local education authority planning through appropriate topics, including sex education. The school fosters the intellectual, physical and personal development of pupils very well. It has a good policy for equal opportunities and most subjects reflect it in their policies. Most pupils have equality of access to the planned curriculum. Opportunities to achieve good progress are provided by a considered deployment of staff and classroom assistants which results in good support for pupils with special educational needs. There are some pupils, however, who by virtue of withdrawal from lessons for extra literacy teaching suffer some loss of curriculum

entitlement. This applies more particularly in numeracy.

44. Provision for pupils with special educational needs, within classes, is mostly good. The school has a well-planned programme for the early identification and support of pupils with reading problems. Extra support is usually given in withdrawal groups. Pupils with special needs who are regularly withdrawn from classes do not have the same curriculum entitlement as all other pupils. A few individual education plans contain targets which are too wide ranging. It is not always clear what pupils have to do to meet these targets. Higher attaining pupils receive work that is challenging and commensurate with their capabilities. The special educational needs policy does not fully meet the requirements of the Code of Practice. The register of pupils with English as an additional language comprehensively includes the whole school. There is no formal system to identify the level of need of pupils whose names appear on it. The school follows an accepted format for providing support to specific year groups.
45. The weaknesses in design and technology and in information technology identified in the previous report have been successfully corrected. All aspects of these two subjects now meet the statutory requirements. Although there is no current assessment policy, assessment data is used consistently to inform whole school planning, the deployment of teaching and support staff and to establish ability grouping in classes. This is an improvement on the last inspection when it was identified as a key issue. All subjects have undergone recent audits and schemes of work are now in place for most of them. Art, history and geography remain without, although the latter two subjects use the school topic arrangements and draw on elements of the Qualifications and Curriculum Authority framework.
46. Extra-curricular provision in the school is good. Pupils have the opportunity to attend a range of activities, including those of a sporting and musical nature. There is an annual residential trip for Year 6 pupils and a number of visits in other year groups to places of educational interest. Visitors to the school include members of the fire and police services and a gospel choir singer. All of these contribute to an effective broadening of the school's curriculum and of pupils' horizons.
47. The overall quality of assessment is satisfactory. The school does not have a policy for assessment as yet although its action plan following the last inspection addresses such issues as targets and assessment analysis. The results of the national tests at the end of Key Stages 1 and 2, together with other standardised test results, are satisfactorily analysed by the school and targets for improvement are set. Assessment arrangements for science are being vigorously developed to be used as a model for whole school procedures. Procedures for the sampling and moderation of pupils' work are being established. An emphasis in these developments is on pupils' involvement in assessment, through concept mapping for example. An early conclusion to the development of assessment procedures in science and their subsequent use on a whole school basis will contribute significantly to a further raising of pupils' standards.
48. The marking of pupils' work tends to lack consistency and is insufficiently developmental in advancing pupils' understanding and progress. A school homework policy is currently in draft form awaiting agreement after consultation with pupils, parents and governors. Some homework is already being set for pupils. A very good example of this is seen in Year 5 science. Pupils are encouraged to engage in independent research and are given a degree of choice in work related to the human body, the heart and circulatory system.
48. **Pupils' spiritual, moral, social and cultural development**

49. Provision for pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. These high standards have been maintained since the last inspection. A very positive ethos has been established and the school's aims are carried out very well in practice. The importance which the school attaches to this aspect of its work is seen in the clear commitment to the personal development of each individual, within a secure and caring environment.
50. Provision to meet the spiritual development of pupils is very good. Assemblies play a significant part in promoting spiritual and moral awareness. They are given a high priority in the life of the school and are thoughtfully planned, covering a wide range of themes. They offer many good opportunities for pupils to reflect on their own feelings and to think about the world beyond. For example, stories encourage pupils to think about sharing amicably. In drama, pupils discuss bullying from the point of view of both victim and bully. Lessons regularly occur where pupils are given the opportunity to express their personal responses to the work of artists and to the natural world. A strength of spiritual provision is the opportunity pupils have to take part in high quality group singing, in classes, in key stages and as part of a community based gospel choir. Pupils experience wonder as they successfully create imaginative work, using their good computer skills.
51. The provision to develop moral values is very good. Most pupils enter school with a sound understanding of what is right and what is wrong. Very good provision is made to build on this sound start. The school also puts into place an early programme of behavioural support for those who need extra help. This positive approach to behaviour in the school, where each pupil is valued for his or her own worth, successfully promotes very good moral values. All adults have the same high expectations of behaviour. They provide a structured and caring environment in which pupils can develop sound moral principles. Staff also provide very good role models as an extremely hard working team and this ethos is passed on to pupils. Provision is made for good work and behaviour to be rewarded in a weekly sharing assembly. Parents are appreciative of the values that the school seeks to teach.
52. The provision to promote the social development of pupils is very good. Pupils are encouraged to value each other's talents and abilities. In lessons they are expected to take turns and to listen to each other with interest and respect. Teachers provide many good opportunities for pupils to work together collaboratively, for example Years 5 and 6 pupils work with younger pupils in 'Fun Time' sessions. The school has strong and well-established links with Greenvale school, a school for pupils with learning difficulties, so that caring for others in the community is seen as a privilege by St. John's pupils. Pupils benefit from a wide range of adult support. This good provision enables pupils to relate confidently to adults both in small groups and on an individual basis. The school makes good provision for pupils to accept responsibility for a range of classroom and whole school duties. The school also provides well-targeted support for pupils with identified special needs, which includes the development of social needs. No pupil with English as an additional language has been identified as needing special support.
53. The provision for pupils' cultural development is very good. Teachers use opportunities across the curriculum, particularly in art and music, to point out to pupils aspects of their own heritage and of cultural traditions of others. Pupils visit local areas of cultural interest, including museums and galleries. They study the work of recognised artists and craftspeople and are provided with opportunities to take part in dance and drama lessons. Pupils take part in musical productions, both within school and now on the wider festival scene. Very good opportunities are provided in religious education to learn about beliefs and values held in esteem by other cultures and to know that their own culture is mainly Christian. The school is very aware of the positive opportunities offered by its multi-cultural population. A recent focus on black history has both informed and enthused pupils.

53.

53. Support, guidance and pupils' welfare

54. The school's provision for pupils' support, guidance and well-being, health and safety are all very good. The procedures for monitoring progress and personal development, for monitoring and promoting good attendance, and for promoting pupils' well-being, health and safety are very good. The procedures for monitoring and promoting discipline and good behaviour are good. Pupils, therefore, receive their education in a secure and very caring environment.

55. The procedures in place for monitoring academic progress and personal development are very good. Pupils have baseline assessments in place by the time they leave the reception class. Every two weeks the deputy headteacher monitors each cohort of 30 pupils to see how they are progressing and to see if they have reached the targets set for the cohort. There is provision in the school development plan for individual pupil targets to be set in the near future. Targets set for pupils with English as an additional language are imprecise, for example 'vocabulary'. Targets are difficult to share with these pupils. Each pupil has three reports a year. The first one is an oral report, followed by an interim one with a full report at the end of the school year. The school, therefore, soon picks up potential problems should they occur. In such cases, parents are involved at an early stage and a pupil causing concern is monitored closely. The school knows its pupils well and problems with personal development are soon identified. Staff monitoring of pupils' personal and academic progress is good, particularly of pupils with special educational needs who receive effective help in lessons from staff and external specialists. Staff know the problems within families which can effect a child's development. Because of the school's regular contact with families, the experienced office staff play an important part in this identification process.

56. The school has good procedures in place for monitoring and promoting discipline and good behaviour. The successful results of these procedures are evident by the outcomes in the pupils' attitudes, behaviour and personal development section of this report. There is a formal behaviour policy in place, which places a strong emphasis on the positive approach. This was in evidence during the inspection with teachers and other staff being quick to give praise. This is particularly so for pupils with behaviour problems, to encourage them for making an effort. There is a range of rewards in the form of stickers and certificates and notes are sometimes sent home to parents commenting on a pupil's good behaviour. When sanctions are necessary, the school makes it clear why a sanction is being applied. Sanctions range from an expression of disapproval, withdrawal of privileges, referral to the headteacher and ultimately exclusion. The school involves parents at an early stage of the process. Neither bullying nor racism in any form is tolerated.

57. There are very good procedures for monitoring and promoting good attendance. This is an improvement on the findings of the previous inspection. Registration sheets are monitored closely by the class teacher and the reasons for absence or lateness are recorded. Those that report late to the office have the reasons recorded also. Any adverse trends are picked up and followed up, first by the class teacher and if necessary by the deputy headteacher. Parents are reminded regularly through newsletters about the importance of attendance and of arriving on time. Certificates are awarded for 100 per cent attendance. Some parents believed this to be a bit unfair to pupils who are sick, but the practice is similar to that of other schools and there are other rewards that those pupils can receive. The school has a good relationship with the education welfare officer who scrutinises the registers regularly and is always available to follow up pupils with attendance problems.

58. The school has proper procedures in place for child protection, with the headteacher as the designated adult. The policy is in line with that of the local authority. The headteacher has

had full training in child protection procedures and all staff are kept informed of procedures. The deputy headteacher steps in if the headteacher is away. There is an information sheet on child protection procedures in the back of each class registration file. The school has a good relationship with the local authority's social services department. This area of the school's work has improved since the last inspection.

59. The school has very good procedures in place for promoting pupils' well-being health and safety. Risk assessment is carried out where appropriate, for instance on the use of playground equipment and for school visits. No health and safety issues were raised during the inspection. The one potential problem is outside the school's control and relates to the fact that one entrance to the grounds is off a busy main road. However, there is a barrier in place to protect arrivals at the school. There is an appropriate number of members of staff trained in first-aid procedures and the school has two medical rooms for dealing with ill or injured pupils. A small number of minor accidents occurred during the inspection and these were handled efficiently and caringly. All accidents are recorded meticulously in the school's accident book. Details are kept in one of the medical rooms of the emergency treatment that may be necessary for the small number of pupils with major illnesses or allergies. There is a copy of this at the front of the attendance register for that child's class. These are improvements on the findings of the previous inspection.

59. **Partnership with parents and the community**

60. The school's partnership with parents makes a positive contribution to pupils' learning and its links with the community enrich the education which pupils receive. Overall, the partnership with parents and the community is good. The previous inspection found it 'valuable'.

61. Parents are welcomed into the school to help in the classroom and to listen to pupils read. The school is family orientated and parents are always welcome to accompany their children on school trips. The reception teacher was observed, during the inspection, welcoming pupils into the classroom and talking to parents bringing their children. Before reception children start at the school, the teacher carries out a home visit to put pupils and parents at ease and tell them about the school.

62. The school provides a quantity of good quality information for parents, which includes a full prospectus, a detailed annual report from the governing body and regular newsletters. There is, however, one minor omission in that the school prospectus does not include information on attendance and absences. Pupils' annual reports are detailed and informative and contain the necessary statutory information. Parents receive information sheets at the beginning of each term which tell them what work their children will be covering during that term. Parents comment that the school handles parents' concerns well, before they can become a complaint. No evidence was given of any involvement with parents specifically related to language provision through Ethnic Minority Achievement Grant. Parents of pupils with special educational needs are properly consulted and informed by the school. The school runs special evenings for parents to keep them informed about curricular activities. One such evening was to inform parents about the Key Stage 2 national tests and what to tell their children about them, for example that these were a part of ordinary school work not 'special tests'. Although pupils do receive homework, there is no formal homework policy. A formal policy is under discussion at the moment and parents are a part of the consultation process.

63. There is an active parents, teachers and friends association which supports the school and raises considerable sums of money. In all, the association raises about £5000 a year. A part of this is raised from regular events such as the twice-yearly school fayres and another part is raised from sponsored events in which the children are involved, such as a 'sponsored

bounce'. The sponsored events usually raise funds for specific projects, while the rest goes to more regular areas such as the cost of 'Leavers Bibles' and the cost of school trips. While, as with many associations, there are a few regular attenders at meetings, there are a much greater number of supporters who will involve themselves in specific projects like running stalls at the fayres. The association has a membership which includes past parents and Church members.

64. The school has good links with the local and wider community. One of the major areas for links is through the school's music. This year the choir is participating in the Beckenham Music Festival, when the choir will take part competitively for the first time. Links with the church are close. They also have a regular link with a local special school, with which there are regular exchange visits with St John's Year 6 pupils. This partnership has been going for the last 20 years and has enabled pupils to become aware of the problems of others of their age. There are links with elderly people, either in day centres or their own homes. The school also invites individual grandparents into the school to provide information for topics. One great grandparent came to talk about the last war and answer questions about it.
65. Although there have been no major links with industry, the school has approached a number of companies for support through the 'Candlelight Trust'. Some have responded positively and are interested in receiving further information about the school. The school is planning to follow this up to develop more permanent links.
66. The school has regular links with other agencies such as the local police and fire service. The local community policeman is a member of the Gospel Choir and was observed at rehearsal, during the inspection, among the tenors. The school has a relatively seamless process for secondary transfer which has been enhanced through e-mail contact between Year 6 and Year 7 pupils at the main receiving secondary school. This area of the school's work has improved since the last inspection.

66. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

66. **Leadership and management**

67. The quality of the school's leadership and management is very good. In the school's last inspection, the judgement made concerning leadership and management was also very positive. The improvement made by the school since the last inspection is good. The issue of raising teachers' expectations for the higher attaining pupils is not yet consistently met in all the classes. Three out of the seven class teachers are newly qualified and have only been at the school for half a term. They have yet to have fully developed methods for planning their lessons. The governing body has appropriately strengthened its approach to monitoring the implementation of the National Curriculum and the progress of school developments. This is now good. All other key issues are addressed well, with the exception of schemes of work in art, history and geography, and the school's capacity to continue to improve is good.
68. The headteacher provides very good leadership to the school. The deputy headteacher is an important part of the leadership team, to which he makes a significant contribution; this partnership is a strength of the school. It results in clear educational direction of the life and work of the school and a shared sense of responsibility and purpose amongst all staff and parents. The senior management team, which includes the school's administrative officer, has formed effective links with the local secondary school to assist Year 6 transfer procedures and also with parents prior to children starting in the reception class. The headteacher has successfully created a climate in which all staff feel confident to develop their ideas and be creative in their thinking. All teachers and support staff share the same philosophy and work collaboratively to achieve their agreed values and aims. The hard work

and dedication of all staff contribute to the success of the school. The aims of the school to work in partnership with parents and value their help and support are clearly realised in the everyday work of the school. These realised aims clearly contribute to a very good school ethos. The many contributions by the premises manager contribute significantly to this ethos. The school actively promotes equal opportunities through its daily life and through the good displays evident around the school, which effectively raise awareness of the uniqueness of individuals. The school has an equal opportunities policy and ensures that all pupils and staff are treated with equal respect and regard. However, pupils withdrawn from class by the special needs coordinator for extra English teaching do not receive their entitlement to the whole literacy and numeracy sessions. In terms of access to the mathematics curriculum, this is unsatisfactory.

69. The school development plan is a good management tool. It is comprehensive, shared with all staff members and governors and a 'living' document that is changed according to circumstances. It outlines developments in detail for the next three years. Although there is no assessment policy in place, the school uses assessment data very well to identify areas for improvement to raise attainment levels. Various accommodation issues are highlighted for action, such as extending the building and storage facilities to incorporate the vision of the 'Candlelight Trust', the creation of a community based computer facility within the school. The development of citizenship in the upper junior classes is an important initiative that is highlighted in the plan. The plan is well related to the aims of the school, recognises successful developments, clearly defines appropriate priorities in each area, gives a time-scale for development, indicates costs involved and specifies success criteria. This plan effectively underpins the work of the school.
70. All teachers with curriculum responsibilities play an important role in ensuring that specific subjects are implemented coherently. The deputy headteacher, as the curriculum leader, monitors curriculum plans, teachers' records, and teaching and learning. The provision of support teaching for English as an additional language is said to be monitored by senior staff. Detailed planning is not required from this teacher. Teachers' notes about group activities, are conversational. There is no clear assessment of progress. The quality and effectiveness of the school's management of the support provided for pupils is weak in this area. Job descriptions are clear and identify areas of responsibility succinctly. Teachers are effective in monitoring provision through regular meetings with the deputy headteacher and their colleagues. They provide advice and in-service training to whole staff meetings. Curriculum co-ordinators are effective in monitoring teaching in their subjects. This area was raised as an issue in the school's last report and has been addressed well. The mentoring of newly qualified teachers is very good and has resulted in them being quickly integrated into school routines.
71. At present the school has an acting special education needs co-ordinator. She works most effectively alongside members of staff, sharing her expertise. The quality of administration is good. Governors are fully involved in monitoring planned provision.
72. The governing body is very supportive of the school and, through its committees and individual governor responsibilities, it is informed about curriculum and resources issues. It is closely involved in the formulation of the school development plan together with the school's staff. The finances of the school are carefully monitored by the finance committee. Individual governors are attached to subjects. The Chair of Governors has a high profile within the school and those that have time regularly visit the school. The governing body meets its strategic responsibilities in managing the school and planning for the use of resources. The governors place good emphasis on staff development. There is a very good working relationship with the management of the school. The complementary roles of governors and senior staff are well defined and evident through good, effective practice. The strategic role of governors is good. Statutory requirements are met in all areas with the

exception of some minor omissions in the school prospectus and the school's policy for special needs.

72. Staffing, accommodation and learning resources

73. The staffing, accommodation and resources of the school are good overall. Teachers are suitably qualified and there is a useful blend of youth and experience to meet the demands of the National Curriculum. The number of teachers is more than adequate for the number of pupils on roll. Subject co-ordinators have adequate time away from teaching to monitor colleagues planning and teaching, evaluate pupils' learning and develop their subjects, in line with the school development plan. The number of appropriately qualified and experience non-teaching staff to support the curriculum and provide effective lunchtime supervision for the pupils is good and they have a positive effect on pupils' progress. Most teaching assistants are well qualified, properly briefed and know the pupils well. They share teaching, make assessments and conscientiously record their observations when encouraged to do so. They receive appropriate training and bring a personal commitment to their work which has a positive impact on the progress made by pupils with special educational needs. All staff have appropriate job descriptions.
74. Arrangements for professional development are very good and linked to the school development plan. Teachers have shown a high level of commitment to their training for the National Literacy Strategy and the National Numeracy Strategy and this has made a positive contribution to their successful introduction and to pupils' progress. Many of the support staff have also undertaken extra training, which has helped them in their work with pupils. There is an effective induction scheme for teachers new to the school and for newly qualified teachers.
75. The administrative staff is extremely efficient and effective and makes a significant contribution to the financial control and smooth running of the school. Mid-day supervisors, kitchen and cleaning staff are valued members of the school community and also make a positive contribution to the running of the school and pupils' well-being. The premises manager, in particular, not only ensures that the premises are kept in pristine condition but also fully involves himself in the school community by running two successful guitar groups, singing in the Gospel Choir and always being available to pupils, parents and staff.
76. In general, the school has good accommodation, which provides a pleasant environment for the pupils and contributes to successful teaching and pupils' progress. There is a hard playground with adventure play equipment, several library areas, including a separate non-fiction library which is also used by the special educational needs co-ordinator as a base where pupils may receive extra support. There is a lack of a secure outdoor play area for the under-fives. The hall is a good size and is also used as the dining area, whilst the music area in the front hall is used to great effect often providing a delightful welcome to the school if one arrives during a music session.
77. Staff have made extensive efforts to keep the building bright and welcoming. The premises and grounds are well maintained and are free from litter. The classrooms and open areas are further enhanced by good quality displays which enrich the quality of education for the pupils and indicate the value placed on their work.
78. Resources, overall, are good and include a range of commercially produced items, artefacts and books. Money available for the National Literacy Strategy and other initiatives has been well spent. The libraries, although not blessed with large quantities of books, are filled with good quality books and pupils use these facilities extensively. There is also a suitable range of books kept in classrooms. There are good resources in all curriculum areas except for

geography where there is a shortage of atlases and globes. The school has an adequate number of computers and is bringing the most up-to-date technology into school in readiness for developments in information and communications technology. This is already enhancing pupils' competence in the area and promoting their research skills.

78. The efficiency of the school

79. The school is run very efficiently. The way the school uses its support staff is good, the financial planning and the use of learning resources and accommodation are very good, while the efficiency of financial control and school administration is excellent.

80. The financial planning is very good and is driven by the priorities shown in the school development plan. Departments make their bids through the senior management team in the autumn term. This process is helped by the fact that the school administration officer, who has charge of the budget, is a member of the senior management team and is aware of the effect that department bids will have on the overall budget. All bids are prioritised and those with a high priority find their way onto the school development plan if they are not already there. The school administrative officer, in consultation with other members of the senior management team, then draws up the budget for presentation to the Finance and General Purposes Committee of the governing body. The budget is finally approved by the governors in the spring. Systems are not yet in place to enable the school to monitor the effectiveness of the funding spent on ethnic minority achievement support. Spending on pupils with special educational needs is well managed and is appropriately targeted.

81. The school deploys its teaching and support staff efficiently. There is an appropriate match between teachers and year groups. The school has had a major staff turnover recently. Three of the four newly appointed teachers are newly qualified teachers. The school's support staff are deployed well in the classroom so that pupils receive necessary support. A number of the support staff are on short-term contracts. This helps in the budget setting process. Much of the school's carry over from previous years has been used and the school expects to be able to use funding from various grants, including Education Action Zone money, to replace this. However, if such money is not forthcoming, having some staff on short contracts eases any concern about possible redundancies.

82. The use of the school's accommodation and resources is very efficient. The classrooms are of an appropriate size to accommodate the pupil numbers. The school hall is large enough for the whole school to take part in assemblies and the accommodation is sufficient for the school to use two of its small rooms for medical purposes, although one of them doubles up as the deputy headteacher's office. The two playgrounds, one for juniors and the other for infants, are large but not too large for adequate supervision. The health and safety aspect of the upstairs classrooms is enhanced by having two sets of stairs in case emergency evacuation becomes necessary.

83. With the efficient input from the school administrative officer, there is excellent financial control by the school. A local authority audit was carried out in the summer and there were only a few minor recommendations made, which are now in place. The school administration overall is excellent and provides a welcoming introduction for anyone entering the school for the first time and on subsequent occasions.

84. Taking into account the socio-economic circumstances of the pupils, the attainment of pupils on entry, their attainment in relation to national expectations, the progress of pupils and their behaviour and personal development, and the quality of education received, with all of this being set against the higher than average unit costs, the value for money provided by the school is good.

PART B: CURRICULUM AREAS AND SUBJECTS

84. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

85. Children enter the reception class at the start of the year in which they are five. At the time of the inspection the school had 20 children attending full time and ten children attending for mornings only.
86. Children show a broadly average range of attainment on entry. Baseline assessments show that children's personal, social and mathematical development is in line with age related expectations. Literacy development is below average. A broad and balanced curriculum is followed, which addresses all the recommended areas of learning and enables children to make good progress.
87. By the age of five, the majority of children meet the nationally recommended targets, the desirable learning outcomes, in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. Children are very well prepared for entry to the National Curriculum Programmes of Study.

Personal and social development.

88. Children come to school with personal and social skills appropriate for their age. Staff build most successfully on this and ensure children's good all round progress so that, by the age of five, they attain above what is expected of children of this age. Under fives respond positively to school rules and their behaviour is very good. Children who require extra support, in order to make a successful transition to the world of school, are identified very early, when home visits are made. Clear and very successful behavioural support programmes are planned and implemented on entry. Children are confident in their approach to learning tasks and when talking to other children or adults. Relationships are very supportive and children learn to share equipment, co-operate in their play and show concern and respect for each other. Their curiosity and sense of wonder are fostered by the secure and stimulating environment which the school provides. They demonstrate a well-developed sense of fairness and take turns without fuss. Most children understand the difference between right and wrong. Children take responsibility for a range of duties including taking the register back to the office and tidying up at the end of sessions.

88. Language and literacy

89. Children enter school with standards in reading and writing that are below the expected levels for children of this age. By five, their attainment in all aspects of language and literacy is in line with expectations. Progress is good. All staff place strong emphasis on the early acquisition of literacy skills. Children recite rhymes clearly and the majority speak confidently to the whole class. They talk and role-play confidently in small group activities in their shop corner. They listen carefully to each other in group discussions and are beginning to express their own views, for example when talking about Islamic patterns. Children receive a flying start in reading and make good progress. By five, children know how books work and know that print conveys meaning. Many read simple words. They are very motivated by opportunities to read to 'teddy', and can re-tell simple stories in detail. They enjoy story times and books such as 'Whatever Next' which successfully supports their lively interest in teddies. Interest and support for reading is enhanced by story sessions with older pupils. Children develop early phonic skills methodically and match some letter names and letter sounds. They are provided with a range of good quality, well organised books and thoroughly enjoy their many opportunities to read to adults and to each other. All children are encouraged to look at books on their own, in small groups and as a class. By five,

almost all children are able to write their own names competently, using a mixture of upper and lower case letters, and can communicate their ideas in writing, using pictures and symbols, letters and some words. Some higher attaining children are beginning to sound words out when writing independently. They turn readily to words around the room to complete a task. Vocabulary and verbal reasoning skills are strongly supported by the constant access children have to adult support when using role-play areas.

89. *Mathematics*

90. Children start with levels in numeracy that are at the expected level. They make good progress and by five they count to ten accurately, with many going to much higher numbers. Most write numbers accurately. Higher attainers are beginning to understand simple number operations, such as adding groups of bears. Children undertake investigative work and solve problems practically, applying skills of measurement and knowledge of shape. For example, they create a pattern sequence, which will fit a length of paper. Higher attainers describe strategies used, '*I used two circles, then a square, then I needed two circles again*'. Children show great perseverance in completing these tasks. Teddies are sorted according to size and colour. Under- fives successfully develop their understanding of mathematical language and use their knowledge well in other areas of learning. For example, when sewing they count how many beads they need for a pattern. Specific times are set aside for numeracy sessions, and all children benefit from this structured pattern of learning.

Knowledge and understanding of the world.

91. Children's progress in knowledge and understanding of the world is good and they attain the desirable learning outcomes. They talk about where they live and the people in their families. They begin to understand the pattern of the days of the week, months of the year and seasons. They co-operate to make a lively and interesting harvest book. From their stories and from talking about events that have taken place, under-fives understand aspects of the past in relation to themselves and their families and begin to distinguish between fact and fiction. Work during black history week enables children to know stories important to other cultures, for example, their 'Spider the Drummer' display both fascinates and informs them. Children use computers confidently. They enjoy using a range of suitable software programs available to them. They control the mouse with ease to listen to details of Biff and Chip's exploits. Progress in this area is above average.

91. *Physical development*

92. Children make good progress in their physical development and by five they attain the desirable learning outcomes. The reception class has no outdoor secure area. Good use is made of the outside play space as part of planned curriculum provision. Children work hard to improve their climbing, balancing, running and jumping. Regular use is made of hall time to improve games skills. The early morning skills session provides a very good range of activities to help children develop skills in handling simple tools, malleable materials and construction kits. Children make independent decisions about which area they will work in. Activities support the children's developing eye and hand co-ordination, for example through regular access to sewing materials. Under- fives follow simple safety rules and use equipment very sensibly.

92. *Creative development*

93. Children make good progress and attain the desirable outcomes in their creative development. They use paint boldly and have a very independent approach, well supported by established routines for the care of resources. In their pattern making, they choose confidently from a range of objects, to create attractive paint prints. Children join in

enthusiastically when singing in assemblies or performing number and action rhymes in the classroom. Children know a range of songs and are quick to voice their likes and dislikes. When making their mathematical patterns, they cut and paste adeptly, persevering until they are satisfied with their results. Provision for imaginative play is good and under-fives co-operate well in their shop. They move confidently, play agreeably and respond very positively to the interest and attention of adults.

93. *The quality of teaching*

94. The quality of teaching of pupils aged under five is very good. Five lessons were observed, one was good and four were very good. A strength of provision is the level of co-operation between all adults involved in teaching under-fives. This closely united team approach provides the best possible start for children.

95. All areas of learning are successfully taught. Staff have established very supportive relationships with all children and know them well as individuals. They provide a high quality learning environment and demonstrate a secure understanding of the intellectual and pastoral needs of young children. Planning is soundly based on the areas of learning for the under-fives but there are clear links to the National Curriculum, literacy and numeracy strategies. A few children are working at the early levels of the National Curriculum and staff ensure that children who learn more quickly are suitably challenged. Tasks planned are lively, interesting and well matched to the age and ability range of children. Continuity and progression in learning are guaranteed by careful planning that builds on what children know, understand and can do. However, formal systems to record assessments made by staff are not yet in place. Baseline assessment results inform curriculum planning. Resources for learning are of good quality, easily accessible and well used. Staff are particularly successful at improving further on children's already good social skills and provide rich opportunities for under-fives to acquire self-discipline and independence.

95. **ENGLISH, MATHEMATICS AND SCIENCE**

95.

English

96. Overall, pupils' attainment in English is broadly in line with national expectations. The end of Key Stage 1 test results in 1998 saw pupils above the national average in reading but below in writing. Results in 1999, although showing an improvement, also reflect this trend. At the end of Key Stage 2 test results in 1998, pupils' attainment in English was below the national average. However, in 1999 results in English have shown an improvement of 15 per cent, which shows the school to be average when compared to national benchmarks and similar schools at both Level 4 and Level 5. The school has set targets to raise attainment in English and inspection evidence shows pupils' attainment to be in line with the national averages in both key stages. Pupils make satisfactory progress in both key stages.

97. Throughout the school, attainment in speaking and listening is good. In Key Stage 1, pupils listen to others and make relevant contributions to discussions. In Year 2, pupils talked confidently about Florence Nightingale to the rest of the class in a history lesson. Opportunities are given for pupils to work in pairs, groups and whole class discussions. At all times pupils listen attentively, ask questions and are given appropriate answers. Pupils in Key Stage 2 get frequent opportunities to express their views, listen to the views of others and respond appropriately. Pupils are confident in their discussions, adapting their style appropriately. In Year 5, three pupils delivered a news broadcast on the armistice in the plenary of their literacy hour.

98. Attainment in reading is satisfactory in all classes. Teachers place importance on reading

and as a result of the focus on reading the standards have been raised. A survey of reading confirms that pupils generally enjoy reading and are supported at home. Most pupils know that print and picture both carry meaning. A pupil in reception, although unable to read, was able to tell the story of 'Farmer Duck' through the pictures. By Year 2, pupils are able to express an opinion about their book, discuss fiction and non-fiction preferences and are able to look up information using the contents and the index. They all seemed to enjoy thoroughly their visit to Lewisham library earlier in the term. At the end of Key Stage 2, most pupils read with confidence from a range of literature. They are able to look up information from a range of sources, evaluate text and respond imaginatively.

99. Good support is given to pupils with special educational needs. Throughout Key Stage 1, pupils are appropriately challenged and make satisfactory progress. In Key Stage 2, pupils' thinking is extended and good progress is seen through the use of the library and group discussion.
100. Attainment in writing is below average in both key stages but has shown an improvement in the last few months. The adoption of the National Literacy Strategy has introduced pupils to writing for many different purposes. At Key Stage 1, pupils are writing simple stories using a story board, writing a set of instructions including how to make a healthy sandwich and tackling acrostic poems. Good ideas were seen in this challenging exercise where the words 'Vincent and Sunflowers', to link with the art topic, were used as the base.
101. In their writing at Key Stage 1, presentation is weak and handwriting size is variable and not always on the line. In Key Stage 2, pupils are developing their writing for different purposes. They distinguish between fact and opinion and are able to write realistic newspaper articles even if the report of the England versus Italy match was somewhat optimistic. In Year 6, pupils are producing poems using similes and metaphors and in their creative prose writing are editing and planning their work. Pupils are learning how to summarise a passage and they make satisfactory use of dictionaries and thesauri to assist with their spellings. Presentation of work by Year 6 is satisfactory and work is clearly dated. Opportunities for pupils to develop their personal writing further are at present limited, but this is being addressed.
102. Pupils' response in English is mainly good, and pupils approach their work with enthusiasm when the tasks are interesting and challenging. A good example was seen in Year 6, when they were looking at an event from different points of view. They are keen to do well and work hard to develop their reading, writing and communicating skills. When required they work well in groups, sharing ideas and discussing their work. This collaborative skill was illustrated in a 'news broadcast' in Year 5. They are willing to listen to suggestions and act on advice.
103. The overall quality of teaching is good. Subject knowledge is secure, and there is a good balance across the different aspects of the subject. Teachers plan their work well and make clear to pupils the objective of the lesson. In most classes there are high expectations of what the pupils are able to do and the work set challenges pupils of all abilities, resulting in a commendable amount of work being produced in all age groups. This strength has been maintained since the last inspection. Suitable use is made of the computer for word processing, assisting in spelling and grammar, and for reading in the reception class. The management and control of pupils is consistently good and in most cases the pace of the lessons is brisk. Time is used efficiently and teachers use a suitable mixture of approaches, including whole class exposition and focused teaching groups. Homework is set appropriately particularly in Years 5 and 6. However, marking of pupils' work is inconsistent and not always constructive in its written comments to help pupils more in their understanding. Teachers use questioning very effectively to check how much the pupils know and also to extend their learning.

104. The subject is well managed by the deputy headteacher and the early years teacher who support colleagues effectively. The curriculum meets requirements. The scheme of work closely following the literacy policy provides the framework for what is taught in all year groups. The co-ordinators in conjunction with all the staff have set clear and realistic targets for improving literacy standards throughout the school. The comprehensive scheme of work and the school's system for monitoring and evaluating the effectiveness of teaching and learning have ensured that the implementation of the literacy strategy has gone well. Pupils in the school respond well to the literacy hour and frequently are able to apply lessons learned to other subjects, particularly history and religious education. Drama is less frequently used to develop speaking and listening, due in part to the restrictions of the required literacy programmes. This area of the curriculum was identified in the last report as contributing well to the good standards attained in speaking and listening.

105. New resources for English have been purchased and these are well organised. There are several areas throughout the school where pupils can sit and read a book. A good selection of group reading material is available and it is continually being added to as funds become available. The library is well organised and is run efficiently by the pupils with an overseeing eye from the library co-ordinator. With a separate non-fiction library, pupils are encouraged to make use of the facilities for research and independent learning. Resources, including books, are used effectively in the classrooms and there are lively displays of pupils' work and books to support the work that is taking place. Overall, the findings are similar to those of the previous inspection report except in reading where standards are not quite so high due to the lower attainment levels on entry to the school.

105. **Mathematics**

106. Analysis of the national end of Key Stage 2 tests for 1999 shows that, in mathematics, the proportion of pupils reaching Level 4 and above was above the national average and at Level 5 and above in the tests was below the national average. When the average of the school's test data is compared with all schools, it shows that standards in mathematics are above average. When the average of the school's test data is compared with that of similar schools, it shows that standards in mathematics are broadly average at Level 4 and above and well below average at Level 5 and above. When the end of Key Stage 2 results are compared with those reached by the school in 1998, 1997 and 1996, they show maintained improvement, the greatest improvement evident between 1998 and 1999. There was a slight dip in pupils' performance in 1998 but this has been addressed and subsequently improved upon. The performance of girls in the three comparative years was above the national average whilst that of boys during the same period was well below the national average. This does not follow the national trend. The previous inspection found pupils' attainments to be average to just above in relation to national standards.

107. The findings of this inspection indicate that most pupils attain standards at the level of the national expectation by the end of Key Stage 2 and there is evidence of increasing above average attainment. This is a similar picture to that of the previous inspection. Standards in numeracy at Key Stage 2 are satisfactory. By the age of eleven, the pupils present and explain their results in a clear and organised way and find patterns in their work, for example when converting fractions. They understand place value and have sound approximation strategies to check that their results are reasonable. Pupils have a broad understanding of relationships in number and use their quick mental recall of tables and number facts. Pupils' mental ability to calculate the sum of two digit numbers plus a single digit number is less secure. Pupils confidently work out averages and the areas and perimeters of irregular shapes. They investigate and solve problems from an early age and use their mathematical knowledge well in other subjects. For example, in science they keep records of classroom

temperature using line graphs. Pupils work logically and methodically. Lower attaining pupils experience more difficulty with their understanding of fractions and multiplication tables. The pupils collect and record data and use information technology to record their findings. Information technology is well used to make decagons using 36 pegs.

108. Analysis of the national end of Key Stage 1 tests and assessments by teachers for 1999 shows that the proportion of pupils reaching Level 2 and above was very low in comparison with the national average. When the average of the school's test data is compared with that of all schools and with similar schools it shows that standards are very low. There is evidence of slightly falling standards between the 1997 and 1998. The performance of both boys and girls at the end of Key Stage 1 is very low when compared to the national average.
109. The findings of the inspection are that pupils are on course to attain standards at the level of the national average by the end of Key Stage 1. These findings are in line with the findings of the last inspection. The implementation of the National Numeracy Strategy is already having a positive effect on pupils' mental agility which is manifesting itself in the faster progress being made by pupils. The lack of stability in teacher retention affected last year's pupils which may have contributed to the lower than expected results in the 1999 national tests. This has now improved. Standards in numeracy at Key Stage 1 are satisfactory. By the age of seven, the pupils use symbols and diagrams, ask and respond to simple mathematical questions, recall simple single digit addition and subtraction facts to ten and recognise sequences of odd and even numbers. They recognise two-dimensional shapes and use some positional language accurately. The majority of pupils use the 'ten' when mentally adding $35 + 9$, they show secure knowledge of the concept. Higher attaining pupils have a developing understanding of inverse operations such as, $16 + 16 = 32$, $32 - 16 = 16$. They also use the 'doubling' method when calculating. Pupils use their mathematical knowledge in science when sorting toys into sets with 'push' and 'pull' attributes. They use block graphs to show information about the favourite foods in their class and sort natural and man-made materials into sets. Pupils solve problems using measures, they know by heart the days of the week and the months of the year. Pupils understand the differences between analogue and digital time and know significant times in their day.
110. Most pupils, including those with special educational needs, make good progress at Key Stage 1. As pupils move through the key stage, they progress from recognising and counting objects to reading and writing numbers to ten. A large proportion of pupils demonstrate a mental agility with numbers beyond ten and this helps their progress. Some higher attaining pupils use their knowledge of numbers to 100 in work with larger numbers.
111. At Key Stage 2, most pupils, including those with special educational needs make good progress. Higher attaining pupils make satisfactory and sometimes good progress. As pupils move through the key stage, they progress, for example, from adding and subtracting single digit numbers to more complex calculations when reducing equivalent fractions by cancelling. Pupils' progress increases when they apply their skills to measuring in science and in design and technology, for example when making model benches for the new local park. Variations in the progress made by higher attaining pupils are due to differences in teaching, which does not always identify and sufficiently challenge the thinking of the higher attaining pupils. This is more evident in the lower junior classes. The best progress happens when lessons move at a rapid pace, activities are exciting and involve opportunities for practical work.
112. The pupils respond well to the teaching of the subject at both key stages. At Key Stage 1, the pupils show an enthusiasm for their work. Pupils discuss findings with one another, support each other to do well and share resources appropriately. The quality of their behaviour in lessons is always good and occasionally excellent. Pupils show a keen interest in mathematics sessions and show good concentration on the tasks. Pupils at Key Stage 2

are able to sustain concentration and work well for sustained periods of time. However, in those instances when pupils are required to work independently on undemanding tasks or they are unsure of the task, they lack concentration and application. This is more evident in the lower junior classes where newly qualified teachers are less experienced. Pupils enjoy talking about their work and are keen to show visitors what they have achieved. Older pupils are mature in their approach and work well without direct supervision. Listening skills are well developed at both key stages. Overall, the quality of their behaviour is good.

113. The quality of teaching in both key stages ranges from satisfactory to very good. Overall, the quality of teaching is good. In the school's last OFSTED inspection report, the quality of teaching was often very good and at least satisfactory in both key stages. The quality of mathematics teaching has been maintained since the last inspection. In the majority of classes, the teacher's management and control of the pupils are good. All observed lessons had an effective plenary session that reviewed the work covered. Most teachers have good subject knowledge and plan their lessons using the national numeracy guidelines. The teachers give clear explanations of lessons and discuss with pupils their understanding of the subject matter. In good lessons, teachers have high expectations of what pupils can achieve, encourage pupils to discuss their work and present their lessons in a lively and interesting way. These demands are successfully supported through purposeful activities and positive, supportive encouragement. The quality of teaching for pupils with special educational needs is good. These pupils undertake work closely related to their needs and have effective support from classroom assistants. Lesson planning gives a clear idea of what is to be taught and shows differentiated work for pupils of all abilities, including higher attaining pupils. Day-to-day assessment of what pupils know and understand is good. Through their planning, teachers evaluate the lessons and change the next lesson according to the outcomes. The school measures pupils' attainment over time in Years 2, 5 and 6 using numeracy, written and oral tests. Record keeping is satisfactory.

114. The school appointed a new co-ordinator for mathematics in September 1999 who has already undertaken an audit of resources. Resources are sufficient in quality and quantity and include a range of commercially produced books and practical equipment. The number 'fans' are a particularly effective piece of equipment for the younger pupils. Numeracy is taught satisfactorily and applied effectively in other subject areas such as science and design and technology. The subject is well managed and led by the co-ordinator. She has already identified areas for action and in a very short time has made a positive impact on mathematics teaching in the school. The policy is clear, and the school follows the National Numeracy Strategy scheme of work. The National Strategy provides equality of access for all pupils, however, some pupils miss their entitlement when they are withdrawn for extra literacy support work by the special needs co-ordinator. In terms of pupils' mathematical development, this is a less than satisfactory arrangement. Liaison with classroom assistants is good. Pupils' work is marked regularly and indicates whether answers are right or wrong, but does not always include written targets to help pupils improve. Monitoring of the subject by the co-ordinator is well planned. The subject makes a good contribution to the pupils' social development, for example when they co-operate during small group work. It also contributes to the development of pupils' listening skills during large group sessions. The use of information technology to support learning varies between classes, but overall is satisfactory. The subject meets the requirements of the National Curriculum.

114. **Science**

115. In 1999, when the pupils left the school at the end of Key Stage 2, attainment recorded in the national tests was average when compared to national benchmarks and compared with similar schools. The percentage of pupils gaining higher levels of attainment was in line with the national average. Pupils' attainment in the tests has remained consistently above the

national averages over the last four years with the exception of 1998 when it dipped below. This was due mainly to the large proportion within the cohort of pupils with special educational needs and to an incidence of considerable staff change. Attainment in the current Year 6 is good. Teacher assessments at the end of Key Stage 1 in 1999, indicated that 76 per cent of pupils were achieving Level 2 or above. This is well below average when compared with similar schools and to national benchmarks.

116. During Key Stage 1, pupils make good progress, including those with special educational needs. Due to well planned work and the current good teaching pupils attain satisfactory levels to extend their knowledge and understanding of science, building well on their earlier experiences. In Year 2, pupils gain a good knowledge about materials and their properties. They learn how to make observations and record them in a tabulated form. They make comparisons based on the observations and thereby recognise a range of properties such as texture, colour, appearance and smell. In a lesson to observe the properties of bread and the changes brought about by toasting, pupils make simple predictions, develop their observational skills and recording skills and progress their literacy well in extending their vocabulary. A particularly good feature of this lesson is that pupils begin to learn how to formulate their own questions related to the investigative work.
117. In Key Stage 2, pupils generally make good progress to attain just above the national average. In Year 6, standards are good. The progress of pupils with special educational needs is good as a result of good classroom support. The rate of progress of all pupils is enhanced, especially in developing and using skills, by the good planning for continuity and progression. Investigative skills are being satisfactorily developed throughout the key stage. By the end of the key stage pupils possess a good range of basic scientific skills but are rarely given the opportunity to extend them or use them in the planning of their own investigations. By the end of the key stage, pupils use good literacy and numeracy skills to describe features of plants and to measure the height of the plants and the length and width of leaves. Many pupils have a sound knowledge of fair testing and are able to identify the kind of apparatus required to use in filtering tests, for example. Less progress is made in the use of line graphs to illustrate findings and in the drawing of conclusions based on the information they have gathered. They do not use information technology sufficiently to support their learning. In a Year 6 lesson where pupils test the dissolving rate of sugar, they become more aware of the need for fair testing. They prepare a manually written test plan and chart to record their collected data. They make good progress in the use of technical terms such as 'dissolving' and 'saturation' as well as in their social skills of sharing resources and ideas in a small group situation.
118. Attitudes are good and pupils seem to enjoy their science, particularly the practical work. Behaviour is consistently good, especially when they are involved in practical activities. When pupils are required to work in groups they do so sensibly and share resources well. The presentation of pupils' work is often good and, in Year 6, suggests that pupils take care and have pride in their work. The handwriting is mostly neat and legible and the spelling of the average and more able pupils is good.
119. The quality of teaching is mostly good. Teaching in the school is based on good subject knowledge and high expectations which are clearly expressed to the pupils. Pupils are managed well and suitable resources are readily available in the classrooms. Most teachers introduce and use appropriate scientific vocabulary well. There are occasions though, in Key Stage 2 for instance, where technical vocabulary is not introduced early enough. In work on magnetism, for example, pupils are still using terms such as 'sticking' rather than words like 'attracting' and 'repelling'. Teachers generally throughout the school take the opportunities presented to effectively include the use of literacy and numeracy skills in pupils' work. Pupils in Key Stage 2 write to a structured format to plan and report on their investigative work. They develop their measuring skills and are encouraged to produce block graphs.

120. There is a lack of information technology application to support teaching and learning in science. This is recognised by the school and is addressed in the subject action plan. The marking of science work is satisfactory throughout the school. Teachers give ample praise where it is deserved but there are insufficient annotated comments to advance pupils' learning and indicate to them what they are doing wrong. Homework is sometimes given for science, especially in Key Stage 2. In Year 5 for example, some very good pupils' work is completed at home related to school work on the human body. Pupils are given a degree of choice and independent research is encouraged. The work produced is of a high standard.
121. The pupils follow a broad curriculum based on the Qualifications and Curriculum Authority scheme. This ensures continuity across the key stages and progression throughout the school, as well as an adequate coverage to meet National Curriculum requirements. The teaching time allocated to science is low compared to the other core subjects although this does not appear to have a significantly detrimental effect on overall standards. Assessment procedures are developing with sampling and moderation of pupils' work just in place. The data from the national and other tests is analysed and used to inform planning. This practice is proving effective in influencing the deployment of teaching and support staff and in the formation of ability groups in the classes. Assessment in science is being vigorously developed as a model for whole school arrangements. There is an emphasis on the use of the national recommendations and of pupils' self assessment through concept mapping. Science makes a good contribution to pupils' moral and social development. There is no permanently appointed co-ordinator for the subject as yet and this inhibits the rate of development of the subject in the school. Accommodation and learning resources are very good. Classrooms are spacious enough to allow for practical work and resources are well deployed to enable a good delivery of the subject. Classroom teachers and assistants are effectively deployed to support the science work of all pupils, including those with special educational needs.

121. OTHER SUBJECTS OR COURSES

121. Information technology

122. By the end of Key Stage 2, most pupils are on course to reach standards at the level of the national expectation. Higher attaining pupils are on course to reach standards above the national expectation. Pupils at Key Stage 1 are on course to reach standards above the national expectation. This judgement differs from that of the previous inspection where pupils were found to be 'about average' at both key stages. By the end of Key Stage 2, pupils have well developed word-processing skills. They confidently use different fonts, incorporating pictures into their writing and producing charts and graphs from data they have collected. Most pupils can retrieve, store and amend information confidently and can display data in several forms. Higher attaining pupils create multimedia pages, sample sounds and create buttons to link pages. They create stories such as 'Dream World' and show skill in using a diamond dissolve background. Older pupils search the Internet for information about the Holy Buddha and use desk-top publishing to recreate sections from the Holy Qu'ran to support their work in religious education. They show skills in changing font size, style and justification. Pupils use colour well to create an attractive sheet. Pupils have a sound knowledge of the control and modelling aspect of the subject. Older pupils use their knowledge of circles and angles to program a screen turtle and make reasonable predictions. In their mathematics work, they draw an isosceles triangle and show good understanding of why it is different from an equilateral triangle. At Key Stage 1, pupils are confident in using the 'mouse', are able to enter text and numbers into the computer and use various function keys such as 'shift' and 'delete'. Using the appropriate software the children are able to draw and colour a picture of Van Gogh's 'Sunflowers'. Pupils select icons to learn how to draw a picture of a pig and, of the pupils who talked about their work, all were able to load a CD-ROM. A third of pupils in Year 2 have access to a computer at home. The youngest children in reception show skills above those expected for their ages. They are confident users of the computer and create colourful pictures of a rocket amongst the stars, flowers and the 'sun and Joshua'. Children direct a programmable toy along a track using a control pad. Information technology is satisfactorily used to extend learning in some curriculum areas. A particular strength is evident in art. However, information technology is insufficiently used to support learning in mathematics, science and design and technology. These have been identified as areas for development in the subject action plans.
123. Pupils make good progress at Key Stage 2. In Year 3, pupils use the computer to support learning in science. They practise skills of centring, underlining and tabbing their information writing. In Year 6, pupils develop these skills to combine information and diagrams in one document and create a newspaper. At Key Stage 1, pupils also make good progress. They gain confidence in keyboard and computer mouse skills. They learn keyboard commands such as 'return' and 'shift'. Pupils confidently use a program to make their own choice of pictures connected with 'moving things in the air', as part of their science topic. Pupils with special educational needs make satisfactory progress at both key stages with support from class assistants and more experienced pupils.
124. When using computers, pupils in both key stages, work with interest and enthusiasm and are totally absorbed in the task. When the class management is good, pupils respond positively to the teaching and behave well. The majority of pupils are keen to learn and develop their skills. Pupils successfully learn from each other by working in pairs on programming activities. They enjoy demonstrating and talking about their skills, for example when showing adults how to create a multimedia page. Younger pupils at Key Stage 1 work sensibly using classroom computers. They use the resources carefully. Pupils' behaviour at both key stages is good.

125. The quality of teaching at Key Stage 2 is satisfactory overall. Only one lesson was observed but pupils were eager to talk about their computer work. Where the teaching is satisfactory, teachers plan challenging tasks for pupils which are frequently linked to other curricular areas such as data handling in science, word processing in English and finding out information in religious education. Pupils are well managed during lessons so they have planned access to the computers. Pupils with special educational needs and those with English as an additional language receive good support from teachers, class assistants and their peers. In Key Stage 2, teachers make good use of information retrieval from CD-ROM to support and extend children's work. Where they are confident, teachers use information technology effectively to support teaching in other subjects such as art. Planning is satisfactory and lessons are well paced. Extension activities are clearly identified for the more able pupils. This has a positive impact on pupils' progress in the subject. Pupils complete an assessment task each term. Teachers plan information technology sessions well using an activity planner. No lessons were observed at Key Stage 1. However, on the basis of discussions with pupils, looking at the information technology scheme of work and teachers' plans, teaching is satisfactory overall. In Key Stage 1, teachers use the computers effectively to enhance work in other curriculum areas such as English and art.
126. The subject is well managed. There is no permanent co-ordinator in post, the deputy headteacher is the 'caretaker'. The previous subject coordinator, who left to become the local authority's advisory teacher for information technology, produced good documentation to support teaching and learning. The guidelines show progression of skills appropriate to pupils in each year. The current policy is clear. The school uses the Qualifications and Curriculum Authority's guidelines to teach the subject. The information technology development plan was written as part of the school being in the National Grid for Learning project. The school has a dedicated web site and each class has its own page. There are plans to extend these pages to include curriculum resources. The Year 6 pupils have an e-mail link with the Year 7 pupils in their local secondary school. There is an after school computer club that draws positive responses from pupils. The previous co-ordinator worked effectively to develop the information technology curriculum and had been closely involved in training the school staff, following the school's last inspection. Resources for information technology are good with one plus computers in each classroom; Year 6 has five computers. The ratio of 12:1 computers is in line with the national average.
127. Information technology makes a good contribution to pupils' social development as they work collaboratively in small groups. The subject also makes a good contribution to pupils' moral development as they learn how to treat people and school property with respect. The school's work in information technology reflects the school's positive ethos and contributes to it through the good relationships in the class-room, the subject's contribution to pupils' social and moral development and the overall commitment to raising standards. The school aspires to create an information technology centre for community access. The 'Candlelight Trust' was established this year to raise the funds to make this vision reality. This is an exciting project and fully supports the school's commitment to information technology as a means of communication, and its commitment to the community. The subject meets the requirements of the National Curriculum; this is an improvement on the findings of the previous inspection.
127. **Art**
128. Pupils reach standards, in both key stages, that are in line with expectations for their age. At the time of the last inspection art was a strength of the school and pupils' attainments were above average. The school has had to cope with staff turbulence whilst also introducing educational initiatives. A review of the art policy is planned for January 2000.
129. The progress pupils make in Key Stage 1 is satisfactory. In the reception class, children look at bears and draw very confidently, rubbing pastel outlines to obtain different shades. They paint imaginatively at easels, displaying good control of resources and an independent

approach. By the end of Key Stage 1, pupils refine their work successfully, often taking two or three sessions to obtain the desired result. Pupils mix paints confidently, taking a great deal of time and trouble to obtain the right shade of brown to match that seen in Van Gogh's sunflower picture. Above average standards are seen in co-operative paintings based on the work of Monet. Displays are enhanced by pupil comment, for example '*I couldn't believe how many greens we had to mix*'. Pupils experience a range of media as they observe and draw an exciting range of objects, such as musical instruments. They reach standards which are broadly in line with those expected of pupils of their age.

130. In Key Stage 2, pupils make satisfactory progress. In Years 3 and 4, pupils make sound progress in understanding the properties of drawing pencils, pens and pastels. They produce effective displays, well linked to other curriculum areas, for example drawings of Roman soldiers in support of a history topic. Year 5 establish sound links with religious education as they create interesting Islamic patterns. By the time pupils are in Year 6, skills with pastels are well developed. Observational drawing of fruit demonstrate above average standards. Strong links with religious education motivate good line drawings of Buddha and colour mixing to create flower patterns on the same theme. The use of computer-based programs is a strength of the subject. Pupils share ideas amicably and are very confident with the technology. Displays of their work, well annotated, enhance the learning environment. The progress of pupils with special educational needs is good.

131. Pupils' attitudes in both key stages are good. They enjoy their work and show good levels of concentration as they seek to refine and improve their first efforts. They handle materials and tools with care. They listen carefully to instructions and really try to comply. Both in lessons and when discussing work, pupils are pleasantly confident. When given the opportunity to display imagination and creativity they respond very positively.

132. The quality of teaching, in both key stages, is satisfactory. Only two lessons were seen, one of which was very good. Tasks are well matched to the age and interest of pupils. They are usually well linked to a topic theme. Teachers' planning identifies activities to be followed but does not always make clear which skills or what knowledge pupils are to learn. Teachers' knowledge of individual pupil attainment is not supported by sketchbooks or portfolio collections in all classes. Relationships with pupils are good and enable sound attainment and progress to be maintained.

133. The role of subject co-ordinator is still at a developmental stage, as a result of staff changes. Resources are of good quality, are well organised and available to all staff. The excellent opportunities offered by the early morning skills session are not fully developed by all teachers. The requirements of the National Curriculum are met.

133.

Design and technology

134. During the inspection four lessons were observed, all in Key Stage 2. Further evidence includes the scrutiny of work, records and displays from both key stages. The school has made considerable efforts since the last inspection to improve the provision for design and technology. At that time standards of achievement were satisfactory and the range of skills that pupils displayed was limited. Their knowledge of design and technology was limited and their design skills were underdeveloped. It was also found that the curriculum did not provide the range of activities necessary to meet the statutory requirements. The overall planning and command of the subject by teachers were found to be underdeveloped. Although there is currently no co-ordinator for the subject, an up-to-date policy and scheme of work are now in place and being well implemented, and the quality of the provision for design and technology has been improved.

135. In Key Stage 1, a scrutiny of work and classroom displays indicates that pupils make simple

designs for hand puppets in their sketch books. They make good progress in terms of design and making. They become familiar with marking out, cutting and joining pieces of fabric and then adding other fabrics, wool, buttons and felt to produce well finished products.

136. By the end of Key Stage 2, pupils are able to build on their design and making skills from the previous key stage. They use tools and materials more confidently and progress satisfactorily towards evaluating their work as it develops. Year 4 pupils design and make artefacts based on the armour and weapons of the Ancient Greeks. In doing so they recognise the need for a design stage and for meaningful evaluation to make further improvements. In Year 5, pupils make very good progress in their research skills and become more accurate in their design work. However, there is an insufficient use of instruments such as compasses, protractors and rulers to increase their accuracy in measuring. Good progress is continued into Year 6 where pupils are able to modify their plans and then execute their designs successfully.

137. Pupils' attitudes to design and technology are generally good and sometimes very good. Very good collaborative work is seen, they share resources and use them sensibly. They are often well motivated and work with purpose. In Year 5, for example, an air of purposeful industry pervades the class when pupils are engaged in work based on an Islamic theme.

138. No teaching is observed in Key Stage 1 but in Key Stage 2 it is seen to be mostly very good. Samples of pupils' work from both key stages show that all pupils, including those with special educational needs, have the opportunities to learn good skills and to make good progress throughout the school. Interesting projects are introduced which use their skills appropriately. Teachers have a good subject knowledge and lessons are well planned and organised. This represents an improvement since the last inspection. There is often a clear emphasis by teachers on a requirement for high quality pupils' work. There are sometimes very strong and effective cross-curricular links, with history and science for instance. Considered evaluative comments from pupils on their work are very well encouraged. As at the last inspection, information technology remains insufficiently used to support the teaching and learning of design and technology. Safety issues are clearly addressed during lessons where tools and adhesives are used.

139. The scheme of work follows the recently adopted Qualifications and Curriculum Authority framework to ensure a good planned continuity and progression for work within and across the key stages. It ensures that there is a good range of activities necessary to meet the statutory requirements, another improvement since the previous inspection. The lack of a permanently appointed co-ordinator is inhibiting the development of the subject throughout the school. The subject is well resourced with a wide range of tools, equipment and materials available to staff. These are not yet being exploited sufficiently to enable the introduction to older pupils of higher order making skills. There are no systematic arrangements for assessing pupils' work. The school timetabling for a morning skills session four days per week presents very good opportunities for pupils to develop their design and making skills. National Curriculum requirements are met.

139.

Geography

140. Geography is taught as part of a blocked topic-based programme and in the autumn term the emphasis is upon history rather than geography. No geography teaching was seen during the inspection and there were too few samples of work to formulate an accurate judgement on attainment or progress. In conversation with the humanities co-ordinator and talking to pupils there is an emphasis on map work. Field work at varying levels is undertaken in each year and pupils learn to compare and contrast geographical features of different areas and countries. Pupils enjoy the subject and the homework folders seen on capital cities, such as

Paris, Accra and Washington DC, show that pupils are enthusiastic and are developing good research skills making use of libraries and information and communications technology in their studies. The policy, which was set up in 1997, is due to be reviewed when the new national recommendations are published in 2000.

140.

History

141. Owing to the organisation of the curriculum few examples of direct teaching were seen during the inspection. Therefore, judgements are based on a scrutiny of pupils' work, talking to the pupils as well as a discussion with the humanities co-ordinator.

142. At the end of each key stage, pupils' attainment is in line with that expected for pupils of the same age. Key Stage 1 pupils understand the difference between story and history. In their work on families, pupils are able to make comparisons between living now and in the past. Good work in Year 2 showed how involved pupils have become in Florence Nightingale and the Crimean War and how well they had understood the problems that she faced. Through homework, pupils demonstrated enthusiasm and reported back with interesting facts about Florence Nightingale that they had found out using books and information and communications technology.

143. By the end of Key Stage 2, pupils are able to make more detailed comparisons with life in another age. The homework folders in which pupils work on historical topics of their own choice show good research skills and real enthusiasm for the subject. Topics varied from Viking life through the eyes of a child, Shakespeare, Henry VIII, Guy Fawkes, Handel and the life of Olaudah Equiano which linked into the highly successful 'Black History Month' in which the whole school was involved.

144. Progress is satisfactory at both key stages as a result of which many of the older pupils learn increasingly to distinguish opinion from fact and to empathise with people. These aspects are often reinforced in their literacy hour. When supported, pupils with special needs make satisfactory progress.

145. Pupils respond very well to the subject. Their behaviour in lessons is good and they listen carefully to instructions, are eager to answer and ask questions and persevere with their work.

146. The quality of history teaching in the lessons seen was satisfactory. The teachers have satisfactory subject knowledge and convey their enthusiasm to the pupils. Their expectations of what the pupils can achieve are both realistic and achievable. With good planning and presentation of suitable material, together with a good use of resources including artefacts, pupils are well managed and their interest is sustained. As a result their learning is enhanced.

147. The humanities co-ordinator is an enthusiast and the subject is well administered making use of the Qualifications and Curriculum Authority's guidelines and adopting them to suit the requirements of the school as well as ensuring that the statutory requirements of the National Curriculum are met. Pupils' learning is further enhanced by visits made to suitable places of interest to complement the topic.

Music

148. Pupils in both key stages reach standards which are above the level expected for their ages. Pupils make good progress in both key stages. Progress in singing is very good. The school has maintained its high standards in music since the last inspection.

149. It was not possible to observe any music lessons in Key Stage 1. During a short, infant hymn practice, pupils sang with joy. Their tone is well controlled and they are able to improve their performance in response to direct teaching. Pupils perform two part songs confidently and enthusiastically accept the challenge of three-part singing. From an early age pupils appraise music, clearly stating likes and dislikes. In a whole school assembly, a reception child asked to sing a hymn once more, because '*I really like that though I can't keep up with the words*'. The positive manner in which the whole school acceded to his request is in line with the strong contribution which music makes to the ethos of the school.
150. Progress in Key Stage 2 is always good and, in singing, progress is very good. Year 4 pupils evaluate a range of tuned and untuned percussion instruments. As they experiment with a wide range of beaters, they identify, correctly, reasons for the difference in timbre and duration. Pupils confidently describe what they hear, for example, '*that sounds like a giant stomping around*'. Pupils use musical terminology correctly. Years 5 and 6 pupils talk with ease about the dynamics of songs they have composed. They rehearse, using a backing tape for the first time, and a number of pupils contribute ideas for improving their performance. Pupils are flexible and innovative in their approach to music. Forty-six pupils from Key Stage 2 belong to the school choir. They have been assessed for musical ability. Standards are very high. Pupils know the importance of using their diaphragm for correct breathing and the position of the head when improving performance. Their unaccompanied singing is exceptionally good and their ability to follow their 'conductor' is first class. About ten pupils belong to guitar club, organised by the school caretaker on a voluntary basis. The progress made by these pupils is very good. Musical progress is greatly enhanced by the opportunity to sing in the weekly gospel choir. Music is lively and a full part of the everyday life of the school. Pupils with special educational needs, musically, do very well. Pupils who have special needs in other curriculum areas make above average progress in music.
151. Pupils respond very well to music lessons and willingly take part in class and assembly performances. They handle the school's range of musical instruments with care. They enjoy opportunities to sing, and appreciate and value each others' contribution to lessons. Older pupils are able to comment critically on performances. Pupils are musically confident, whether in lessons or in the more relaxed atmosphere of clubs. They work in close groups but are just as confident when working independently.
152. The quality of teaching is very good in Key Stage 2. Four lessons were seen, two by a music specialist. All were good, very good or excellent. Lessons are well prepared and planned and proceed at a brisk pace. Teachers use questioning well to assess pupils' understanding. They demonstrate good subject knowledge and have high expectations of what pupils can achieve. Teaching generates and sustains interest and allows pupils to make good progress in skills' development. Subject vocabulary is promoted effectively and evaluation is used well, with pupils considering for themselves how their performances could be improved. The subject meets the requirements of the National Curriculum.

Physical education

153. Standards in physical education remain substantially the same as seen at the last inspection. In the lessons seen, pupils in Key Stage 1 attain unsatisfactory levels and make little progress. At Key Stage 2, pupils' attainment is above that expected for their ages. The progress they make is good and sometimes very good. Only one lesson was observed in Key Stage 1, this for gymnastics. Lessons in dance, swimming, gymnastics and games were observed in Key Stage 2.
154. In the Key Stage 1 lesson in gymnastics, pupils made unsatisfactory progress in the basic skill of rolling. They are also unable to lift, carry and place mats appropriately and safely. There is a low level of body management and a general lack of quality in their gymnastic

movements.

155. By Key Stage 2, pupils show a marked improvement in gymnastic ability. Year 4 pupils perform with confidence and imagination to show balance position on mats. Year 3 pupils make very good progress in dance to move with developing rhythm and fluency. They move about the hall to run and skip with a lightness of foot and to progress very well in spatial awareness. They also make very good progress in devising their own paired sequences. By the end of the key stage, pupils develop games skills outdoors using good quality equipment. Year 6 pupils devise their own warm-up activities and lead small groups in performing them. Some pupils show sound control of a small ball using a hockey stick, sometimes changing direction. Throughout the lesson, many make clear progress in stick handling and ball control.
156. Pupils' attitudes to physical education are consistently good except in the single Key Stage 1 lesson observed. Here, the unsatisfactory behaviour and attitudes are a reflection of the unsatisfactory teaching. In Key Stage 2, pupils enjoy the physical activities and pay attention to the teacher well. They are all appropriately changed and move in a sensible and orderly fashion to and from the hall or playground. During lessons they are generally well behaved and work well in small groups and pairs. This is particularly evident in a Year 6 class where pupils respond well to other pupils who lead them in self-devised warm-up activities.
157. The teaching in the lessons observed is unsatisfactory at Key Stage 1 and good and sometimes very good, at Key Stage 2. Where the teaching is unsatisfactory, there is poor time and class management and a clear lack of subject knowledge. In Key Stage 2, teachers have a better command of the subject, expectations are higher and there is a very good use of time and resources. In a Year 3 class for instance, the teacher is a very good role model by being appropriately changed for the lesson. The pupils are highly motivated by the teachers' brisk delivery of the lesson with confidence and expertise. There is an emphasis on good quality performance and literacy and numeracy skills are well promoted. The pupils are encouraged to count their movements and to understand terms such as advance and retreat.
158. The subject is led effectively by an enthusiastic and experienced co-ordinator. A clear policy and good planning ensure a well-balanced curriculum within the constraints placed on the school by recent curricular initiatives. Swimming is well provided for. Outdoor and adventurous activities are addressed through a residential school trip for Year 6 pupils. Resources for the subject are good. Extra-curricular provision is good and includes visiting football coaches from a local professional club. Within lessons, teachers make satisfactory assessments of pupils' performance to inform their teaching, but little systematic assessment takes place. The co-ordinator assists with planning and undertakes some monitoring. The subject meets National Curriculum requirements.

158. *Swimming*

The inspection of this school included a focused view of swimming, which is reported below.

159. The standards of swimming achieved by pupils by the end of Key stage 2 are good. Ninety per cent of the pupils who left the school in 1998 were able to swim at least the minimum required distance of 25 metres. Swimming lessons were suspended during 1999 due to damage to the pool and the lack of alternative provision by the local education authority. Details of pupil attainment for that year are therefore unavailable. The standards of swimming of the current Year 5 pupils observed are good and the pupils make very good progress. All pupils are water confident. The less able are beginning to develop a gliding and leg kick action on the front without aids. Some are beginning to dispense with floats and to incorporate an arm action. The more able pupils are competent in swimming at least 10

metres and a significant proportion of the class can swim 25 metres or more. They use well developed stroke actions on front and back. They make very good progress bearing in mind that their swimming lessons were suspended for a year due to pool closure for repairs.

160. The quality and effectiveness of the teaching are very good. An instructor permanently based at the pool is very well qualified and experienced. Effective support is given by the class teacher and adult volunteers. The latter is a competent, ex-competitive swimmer. Pupils' attainment and progress are appropriately recorded in terms of distance tests achieved.
161. The steps taken to give particular support to non-swimmers and poor swimmers are good. The parents of pupils who are non-swimmers or whose swimming is poor, are informed of the need to follow up their child's lack of attainment. Year 6 pupils who do not attain the minimum requirement of 25 metres have intensive daily sessions during their 5-day school residential trip.
162. The curriculum and assessment arrangements within the physical education curriculum and as part of the whole school curriculum, are good. Swimming is well planned for within the physical education curriculum and as an essential part of the whole school curriculum. Assessment is satisfactory, being carried out by means of teacher observations, tests and the recording of pupils' attainments.
163. The provision for swimming is good with Year 4 pupils allocated a total of 21 lessons during the Spring and Summer terms and Year 5 pupils having 13 lessons during the Autumn term. Each session lasts for 30 minutes. The school uses a local public swimming pool located approximately four miles away from the school site. Pupils travel to and from the pool by coach and are well supervised during the journeys by the class teacher and a volunteer parent. The length of the pool used is 25 metres and school uses the shallow and middle sections which range from a minimum depth of 1.1 metres to about 1.5 metres. The deep end of the pool at 1.7 metres, is sometimes open to the general public at the time of the school sessions. Pupils change within separate boys/girls changing rooms. Procedures and facilities for ensuring hygiene are unsatisfactory. At the time of the inspection there were no showers for the boys, there is no foot bath on entry to the pool area and there are no restrictions on wearing outdoor footwear at the poolside.

163. PART C: INSPECTION DATA

163. SUMMARY OF INSPECTION EVIDENCE

164. The inspection was carried out by a team of five inspectors who spent a total of 14½ inspector days in the school. Time spent observing teaching, scrutinising the work of pupils and checking their attainment by working with them during the inspection was 58 hours 15 minutes. 5 hours 10 minutes at Pre Key Stage 1, 20 hours 55 minutes at Key Stage 1 and 32 hours 10 minutes at Key Stage 2. In addition, a further 16 hours 25 minutes were spent on the inspection activities listed below.

- 47 lessons or parts of lessons were observed as were a number of registration periods, assemblies, playtimes, lunchtimes and extra-curricular activities;
- discussions were held with all teaching staff and some non-teaching staff;
- many pupils were heard to read;
- three samples of pupils' work across the full range of ability in all year groups were inspected in addition to work examined during lessons;
- all available school documentation was analysed;
- attendance records, pupils' records kept by the school and teachers' planning documents were examined;
- the budget figures were inspected;
- discussions were held with pupils, parents and governors;
- a parents' meeting was held and the views of the 26 parents at this meeting and those of the 60 families who responded to a questionnaire were taken into account.

- DATA AND INDICATORS

- Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	201	2	66	28

- Teachers and classes

Qualified teachers (YR – Y6)	Total number of qualified teachers (full-time equivalent):	10.90
	Number of pupils per qualified teacher:	18.90:1

- Education support staff (YR – Y6)

Total number of education support staff:	9
Total aggregate hours worked each week:	169.5
Average class size:	29.4

- Financial data

Financial year:	1999
	£
Total income	475,153
Total expenditure	449,899
Expenditure per pupil	2,122
Balance brought forward from previous year	9,740
Balance carried forward to next year	34,994

PARENTAL SURVEY

Number of questionnaires sent out:	211
Number of questionnaires returned:	59

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	30	48	13	8	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	38	7	5	0
The school handles complaints from parents well	20	47	20	5	3
The school gives me a clear understanding of what is taught	25	42	22	10	0
The school keeps me well informed about my child(ren)'s progress	36	49	12	3	0
The school enables my child(ren) to achieve a good standard of work	47	49	3	0	0
The school encourages children to get involved in more than just their daily lessons	20	56	17	5	2
I am satisfied with the work that my child(ren) is/are expected to do at home	16	47	16	12	9
The school's values and attitudes have a positive effect on my child(ren)	42	44	12	0	2
The school achieves high standards of good behaviour	61	31	8	0	0
My child(ren) like(s) school	48	36	16	0	0