

## INSPECTION REPORT

**Bedonwell Infant and Nursery School**  
Belvedere

LEA area : Bexley

Unique Reference Number : 101421

Headteacher : Mrs M.C.C.Smith

Reporting inspector : Mr. Peter Brock  
17969

Dates of inspection : 27<sup>th</sup> to 30<sup>th</sup> September, 1999

Under OFSTED contract number: 706578

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

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### **INFORMATION ABOUT THE SCHOOL**

Type of school :	Infant
Type of control :	County
Age range of pupils :	3 to 7
Gender of pupils :	Mixed
School address :	Bedonwell Road Belvedere Kent DA17 5PF
Telephone number :	0181 310 4161
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Appropriate authority :	The Governing Body
Name of chair of governors :	Mr. R.A.Weaver
Date of previous inspection :	29 <sup>th</sup> April, 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Peter Brock, Registered Inspector	English Physical education	Attainment and progress Quality of teaching Efficiency of the school
Pamela Goldsack, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Heather Toynbee, Team Inspector	Science History Art	Leadership and management
Sally Leach, Team Inspector	Mathematics Information technology Under fives	Curriculum and assessment
Mike Roussel, Team Inspector	Design and technology Geography Music Religious education Special educational needs	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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## **REPORT CONTENTS**

	<b>Pages</b>
<b>MAIN FINDINGS</b>	<b>5 - 7</b>
What the school does well	
Where the school has weaknesses	
How the school has improved since the last inspection	
Standards in subjects	
Quality of teaching	
Other aspects of the school	
The parents' views of the school	
<b>KEY ISSUES FOR ACTION</b>	<b>8 - 9</b>
<b>INTRODUCTION</b>	<b>Paragraph</b>
Characteristics of the school	<b>1 - 5</b>
Key indicators	
<b>PART A: ASPECTS OF THE SCHOOL</b>	
<b>Educational standards achieved by pupils at the school</b>	<b>6 - 22</b>
Attainment and progress	
Attitudes, behaviour and personal development	
Attendance	
<b>Quality of education provided</b>	<b>23 - 55</b>
Teaching	
The curriculum and assessment	
Pupils' spiritual, moral, social and cultural development	
Support, guidance and pupils' welfare	
Partnership with parents and the community	
<b>The management and efficiency of the school</b>	<b>56 - 75</b>
Leadership and management	
Staffing, accommodation and learning resources	
The efficiency of the school	
<b>PART B: CURRICULUM AREAS AND SUBJECTS</b>	
<b>Areas of learning for children under five</b>	<b>76 - 85</b>
<b>English, mathematics and science</b>	<b>86 - 113</b>
<b>Other subjects or courses</b>	<b>114 - 151</b>
<b>PART C: INSPECTION DATA</b>	
<b>Summary of inspection evidence</b>	<b>152</b>
<b>Data and indicators</b>	

## MAIN FINDINGS

### What the school does well.

- The level of attainment in English is above the national average;
- Children make good progress in the nursery;
- The quality of teaching for the under-fives is good overall;
- Provision for children's cultural development is good;
- Progress in music is good;
- The system of recording of pupils' progress in reading, writing and mathematics is good.

### Where the school has weaknesses

- The quality and teaching of information technology is unsatisfactory;
- The job description for the deputy headteacher does not allow her to fulfil her professional duties;
- The quality of provision for children with special educational needs is unsatisfactory in Key Stage 1;
- There are weaknesses in the management of children by teachers in some classes;
- There is insufficient support and guidance given to pupils and parents with reference to behaviour, supervision, first aid, appropriate clothing for physical education and information to parents;
- Governors do not meet statutory requirements for special educational needs and other administrative matters.

**The school has a number of important weaknesses that affect the standard of education that some children receive although it is doing a number of things well. The weaknesses identified will form the basis of the governors' action plan that will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

Since the last inspection, the school has made satisfactory progress overall. It has been successful in continuing the development of curriculum management, planning and monitoring in all subjects of the National Curriculum except for information technology where development has been unsatisfactory. The school has ensured that children of average ability fulfil their full potential but it has not made sure that all children with higher ability do the same. The school has started to develop systems that allow it to assess children's work in depth but these have not been developed in sufficient detail. The school has made limited progress in raising the quality of presentation of children's work but it could do more. The school has been through a difficult year with staff changes but, now that new appointments have been made, the school is in a sound position to improve further.

## Standards in subjects

The table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<b>Key</b>	
			<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>
Reading	C	C		
Writing	A	A		
Mathematics	B	B		

This information shows that, for 1998, the school is achieving national standards in reading and that it is above or better than average in writing and mathematics. Compared with similar schools, it does well overall with writing being a particular strength. By the time they are five, children's standards are above average in English and in average in mathematics. Current standards at the end of Key Stage 1 are above average in English and average in mathematics and science. The provisional 1999 results indicate similar standards. Standards in information technology are at a level below that expected by the time children leave the school. Standards in religious education are at the level expected by the end of Key Stage 1. The work seen in other subjects of the curriculum is at a level expected for children of this age except in music where it is higher.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years
English	Good	Satisfactory
Mathematics	Good	Satisfactory
Science		Satisfactory
Information technology		Unsatisfactory
Religious education		Satisfactory
Other subjects	Good	Satisfactory

The quality of teaching is satisfactory overall. Teaching was satisfactory or better in 85 per cent of lessons seen. In 49 per cent it was good or better and in 8 per cent it was very good or better. Teaching was unsatisfactory in 15 per cent of lessons. Teaching was consistently satisfactory or better in the nursery and reception classes. Where teaching is good, teachers expect pupils to work hard and behave well. Teachers plan carefully and organise their time and resources effectively. Where teaching is unsatisfactory, the main cause is a lack of ability to ensure that all pupils work hard and behave themselves.

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	Children generally behave well in and around the school. They co-operate well with each other. In some classes they are too noisy.
Attendance	Both attendance and punctuality are satisfactory although the rate of unauthorised absence is high.
Ethos*	Sound. It reflects the secure and firm relationships that exist between most children and most staff
Leadership and management	The school has a sound management team but there is particular room for improvement in the application of professional responsibilities of the deputy headteacher and the special needs co-ordinator.
Curriculum	The quality of both the curriculum and assessment used is sound in the main subjects but there is room for improvement in weekly planning in others.
Pupils with special educational needs	Provision in this area is unsatisfactory. Children, who need special help, do not have sufficient plans made for them to ensure that they aim for and meet specific targets for improvement.
Spiritual, moral, social & cultural development	Overall provision is sound. Children receive balanced guidance and the development of their cultural understanding is good.
Staffing, resources and accommodation	All aspects are satisfactory. The school has sufficient staff. There are plenty of computers but a number need updating.
Value for money	The school provides satisfactory value for money. The level of attainment, progress of children, attitudes to work and the quality of teaching contribute to this judgement.

- *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	What some parents are not happy about
<ul style="list-style-type: none"> <li>• The progress that children make in school;</li> <li>• The attitudes and values that the school promotes;</li> <li>• The general help and guidance given to children;</li> <li>• Generally positive views on behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient information on what is taught;</li> <li>• Inconsistency on reading at home;</li> <li>• Some feel school does not value them enough;</li> <li>• Unhappy about new playground equipment;</li> <li>• Quality of playground supervision.</li> <li>• Unhappy about new parent collection area;</li> <li>• Concern about earring rules.</li> </ul>

The inspection team agrees with most of the positive views of parents. The team considers that the parents are right to be concerned about the quality of playground supervision and also agrees that parents need more information about what is going on in and around the school. The team considers that none of the other aspects listed under 'What some parents are not happy about' require any further action.

## KEY ISSUES FOR ACTION

**In order to further raise standards, the governors, headteacher and staff with management responsibilities should:**

1. Raise the level of attainment in information technology by ensuring that:
  - a co-ordinator is appointed to develop the subject;
  - all teachers receive INSET training to improve their own expertise;
  - a greater emphasis is placed on planning to ensure that information technology is used actively to regularly support other subjects of the curriculum;
  - regular monitoring and evaluating the effectiveness of this approach is done by both governors and appropriate members of the senior management team;
  - equipment is upgraded as soon as possible.  
*(Paragraphs 7, 8, 11, 67, 73, 99, 114, 115, 116, 118, and 127)*
  
2. Improve the effectiveness of the leadership and management of the school by:
  - reviewing the job description of the deputy head to ensure that the present emphasis on work as an assistant in classes is radically altered to allow her:
    - to provide a far greater element of professional guidance to teachers at work
    - to lead, monitor and evaluate the effectiveness of the teaching of programmes of study for all subjects of the National Curriculum.
  - radically review the present role of the special educational needs co-ordinator to make sure that her specific responsibilities ensure that:
    - all statutory requirements are complied with fully
    - clear guidance is regularly given to teachers to help them support pupils with special needs;
    - individual education plans are in place, regularly updated and reviewed and new targets set;
    - learning assistants receive regular guidance and training in the use of individual education plans;
    - a permanent register of pupils with special educational needs is in place and regularly updated;
    - meetings held with the governor responsible for special needs monitor, guide and support her in this role.
    - ensuring that the school development plan has provision for regular monitoring and evaluation of the effectiveness of the decisions made.
    - ensuring that all staff are fully informed of the schools' aims, values and policies and that regular checks are made to ensure that these are fully implemented.
    - continuing to develop the governors' involvement in school.  
*(Paragraphs 9, 16, 32, 36, 56, 58, 59, 60, 62, 70, 71, 72, 90 and 146)*
  
3. Improve the quality of teaching and the progress that pupils make by ensuring that:
  - teachers, who have difficulty with pupil management, receive regular advice, monitoring and evaluation until they achieve high standards;
  - every teacher expects pupils to work in a quiet and pleasant manner;
  - all teachers identify clear objectives to be achieved in the planning of their lessons;
  - all teachers expect higher standards of work from higher attaining pupils;
  - all teachers work closely with the special educational needs co-ordinator to identify and develop targets to be achieved for pupils with special educational needs.  
*(Paragraphs 13, 18, 26, 27, 29, 30, 32, 33, 37, 39, 61, 65, 104, 105, 108, 110, 111, 112, 113, 139, 144 and 150)*

4. Improve the support and guidance given to pupils by ensuring that:
  - all teachers rigorously apply agreed procedures for monitoring and promoting discipline and good behaviour;
  - promote well being of pupils by increasing the number of teachers on duty during morning and afternoon breaks;
  - more members of staff are trained in first aid and child protection procedures;
  - appropriate clothes are worn for physical education lessons;
  - the quality and quantity of information given to parents is improved.
    - *(Paragraphs 19, 49,50, 53, 94 and 96)*
  
5. Ensure that statutory requirements are met with regard to:
  - special educational needs provision;
  - the school booklet;
  - the governors' annual report to parents;
  - procedures for child protection meet statutory requirements;
  - procedures for risk assessments meet statutory requirements.
    - *(Paragraphs 51, 53, 60 and 71)*

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs *12, 17, 20, 36, 40, 41, 52, 57, 63, 72, 87, 91, 102, 104,106, 121, 131 and 151*

## INTRODUCTION

### Characteristics of the school

1. Bedonwell Infant and nursery School is located in Upper Belvedere and shares a large site with the partner Junior School. The catchment area consists mainly of private housing and some pupils come from the Erith and Lower Belvedere area. The school is housed in two buildings. Six classrooms and the administration block are housed in the 'New Building', which was opened in 1982. The remaining six classrooms, library, and the two nursery classrooms are housed in the 'Old Building'. This was constructed in the 1930's and is shared with the Junior School. Each building has its own playground, staff room and hall although the old building has to share its hall with the Junior School.
2. The school's admission policy is in place. There are 351 children on roll – 189 boys and 162 girls. One hundred and sixty three children were under five at the time of the inspection. There are 52 full time equivalent children in the nursery unit – i.e. 59 boys and 45 girls.
3. Information from the available base line assessments shows that attainment of the under fives on entry to the reception classes is average. Sixty-nine children are on the special education needs register. Four of these have a Statement of Special Educational Need. Approximately five per cent of children in the school come from minority ethnic groups where English is an additional language. This is higher than in most schools. About 91 per cent of children come from a white United Kingdom heritage background. Other ethnic backgrounds include Black-African and Indian.
4. The percentage of parents with higher education is average for the Bostall ward but lower than the national average. The take up of free school meals is approximately nine per cent. This is lower than the national average. The school does not have any particular problems associated with the area in which it is situated.
5. The present headteacher has been in post for seven years and took the school through its first inspection. The school is aware of the need to build on its previous successes and aims to ensure that children acquire:
  - Skills to facilitate learning in order to develop their full potential;
  - Independence, confidence and self-discipline;
  - Enthusiasm for life and motivation to enquire and use their initiative;
  - Respect and value their own and others' worth in the immediate and wider community and environment.

Some of the areas identified for improvement through to the year 2000 are to:

- Develop more rigorous tracking of higher attaining pupils;
- Further develop expertise of both teaching and support staff;
- Further develop the personal management skills of the senior management team;
- Further develop the understanding and expertise of governors;
- Ensure a clear, consistent approach to planning, record keeping and assessment.

## Key Indicators

### Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1

for latest reporting year:

Year	Boys	Girls	Total
1998	54	73	127

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	38	50	49
	Girls	62	71	67
	Total	100	121	116
Percentage at NC Level 2 or above	School	81	98	94
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	45	49	47
	Girls	60	63	64
	Total	105	112	111
Percentage at NC Level 2 or above	School	85	90	90
	National	81	85	86

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year			%
	Authorised Absence	School	5.4
		National comparative data	5.7
	Unauthorised Absence	School	1.1
National comparative data		0.5	

## Exclusions

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

## Quality of teaching

Percentage of teaching observed which is :			%
	Very good or better		9
	Satisfactory or better		85
	Less than satisfactory		15

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

6. The school's baseline assessments show that children span the full range of attainment. However, the majority of children are average on entry to full time education. Most children reach the level expected of a typical five year old in the early stages of personal and social development, reading, writing, number work, creative and physical development and knowledge and understanding of the world. They make good progress in all six areas of learning.
7. The standard of attainment is average overall in the English, mathematics and science. By the end of Key Stage 1, the standard of attainment in English is above average. In mathematics and science it is average. The teacher assessment and test results for 1998 indicate similar results in English but higher results for mathematics and science. These results show that standards are above average when compared with similar schools in writing and mathematics and the same as similar schools in reading. The 1999 provisional results indicate a similar pattern. There are three reasons for the maintenance of the English levels and the decrease in the mathematics and science levels. The first is the continued emphasis on the development of the literacy hour. The second is the variation in the year groups of pupils and the third is the influence of the large number of relief teachers employed during the last year to fill unexpected vacancies. Pupils' attainment in information technology is below the level expected for pupils of this age by the time they leave the key stage. Their attainment in religious education meets the requirements of the local syllabus.
8. Trends in attainment since the previous inspection have been positive. Attainment in reading, writing and mathematics has improved steadily between 1996 and 1998. Pupils' knowledge, understanding and use of information technology has deteriorated since the last inspection when it was above the level expected nationally for pupils of this age. The main reasons for this are a combination of a lack of teachers' knowledge of the subject, insufficient development of pupils' basic computer skills and of their application to support other subjects of the curriculum. The quality of knowledge and understanding of religious education has remained constant since the last inspection.
9. The school sets realistic targets for improvement. These are appropriate for the level of ability of most pupils. However, pupils with special educational needs make unsatisfactory progress. One main reason for this is because individual education plans are not completed on a regular basis to ensure that appropriate and realistic targets are set for pupils to achieve. Teachers are not clear about the needs of individual pupils and do not receive sufficient support in planning and guidance needed.
10. Progress throughout the under-fives in the nursery and the reception classes is good. The growth of their personal and social skills is a strength. They relate well to each other and are happy to be in school. Children learn to respond positively to stories, to enjoy books and to recognise words and letters. They experience a range of counting and sorting games and exercises that support their good progress. Children increase their knowledge and understanding of the world through participation in various simple experiments with a variety of materials. Their physical skills develop successfully as a result of a range of experiences with large and small play equipment. Children develop their creative skills imaginatively through exploration of colour, shape and sound both inside and outside the classrooms.
11. In Key Stage 1, progress is good in music, unsatisfactory in information technology and satisfactory in all other subjects of the curriculum.

12. In English, pupils make positive gains in their ability to express themselves clearly and confidently although, in some classes, their progress is limited by their ability to listen carefully and concentrate for extended periods of time. Pupils make satisfactory progress in reading as they move from a limited understanding of a few words to the stage where higher attaining pupils read fluently for enjoyment. In writing, pupils develop their ability to write simple sentences in sequence to develop a story although most use simple punctuation marks inconsistently by the end of the key stage. Their handwriting is variable in quality. Appropriate emphasis is placed upon the development of pupils' literacy and numeracy skills across the curriculum.
13. Pupils make sound progress in mathematics in the development of their investigative and reasoning skills to solve problems involving number. Most pupils find this work challenging but higher attaining pupils do not have sufficient opportunities to extend their investigative skills to the full. Pupils learn the correct vocabulary to describe common characteristics of two and three-dimensional shapes and increase their ability to calculate sums mentally as a direct result of their work in numeracy lessons.
14. Pupils make sound progress in science with the growth of their knowledge of appropriate scientific vocabulary to support their knowledge and understanding and application of scientific skills. They learn to carry out simple observations and investigations and develop their understanding of some of the similarities and differences between humans. By Year 2, they carry out simple experiments with electrical circuits and begin to understand the basic principles of a fair test.
15. Pupils make satisfactory progress in religious education. They increase their knowledge and understanding of a variety of stories from both the old and new testaments by the end of the key stage. They develop and clarify their understanding of their own beliefs and become aware of various aspects of their multi-cultural society.
16. There are no significant differences in the attainments of boys and girls overall although there was some variation in reading in 1998. There is a significant difference between the attainments of pupils with special educational needs and all other pupils. All pupils have equal opportunities to participate in all subjects of the curriculum.

### **Attitudes, behaviour and personal development**

17. Pupils' attitudes, behaviour and personal development are satisfactory but not as good as they were at the last inspection. Most children under five have positive attitudes towards each other and to other adults. They share resources well and learn to listen and begin to express their views clearly and with growing confidence.
18. Overall, pupils at Key Stage 1 have a sound attitude toward their work. There is a direct link between the quality of teaching and the quality of pupils' response. Most pupils are willing learners and keen to succeed. A successful lesson in literacy for Year 2 pupils is one of many examples where pupils arrive quietly, behave sensibly and sustain a high level of concentration. In contrast, in an another Year 2 handwriting lesson, pupils are noisy and shout out in response to the low-level task presented. At such times ineffective behaviour management adds to an unsatisfactory atmosphere for learning. Some pupils have a short attention span and, if lessons are not well presented or if they are required to sit on the carpet for too long, a number become unsettled and restless. This has a negative effect on attainment and progress for the whole class.
19. Pupils' behaviour is satisfactory at Key Stage 1. Pupils know the rules for 'Golden Time' and understand what is expected of them. They are trustworthy and treat the building, resources and displays with care. The school is an orderly community. Pupils are naturally boisterous outdoors but this aspect of their behaviour is intensified because they are too confined on the upper playground and not enough teachers are deployed during morning and afternoon breaks. The number of falls and bumps recorded during outdoor play sessions confirms the observation that there is a problem. Pupils, whose special needs include behavioural difficulties,

are often restless in lessons as there are no individual education plans to support their needs. There was no evidence of bullying during the inspection and the school feels that any misbehaviour among pupils rarely includes bullying. There have been no exclusions for poor behaviour over the last reporting year.

20. Pupils are friendly with adults and each other. Relationships at Key Stage 1 are sound. Pupils work co-operatively with each other and share equipment easily. They are respectful of different religions and cultures and treat the school's collection of artefacts with respect. They are quiet and thoughtful during collective worship and reflection in assemblies. However, a number of pupils tend to chatter even when classmates are asking or answering questions in lessons.
21. Personal development is satisfactory among pupils at Key Stage 1. In challenging lessons, pupils make decisions and select resources. This extends the progress they make, particularly in science. Year 2 pupils act responsibly as helpers at assembly and dinner monitors. Pupils help tidy resources in their own classrooms and take homework assignments seriously. The youngest pupils ably take registers to the office under the watchful eye of classroom assistants.

### **Attendance**

22. Pupils' attendance is average but has declined slightly since the last inspection. The attendance rate for the last academic year was 93.4 per cent and this is just marginally below the national average. However, the rate of unauthorised absence, in the same year, was twice the national average. This is explained by the school's rigorous recording of unexplained absences as unauthorised. Registers are taken at the beginning of each session and are maintained to a high standard. The school is aware that a small number of parents allow their children to take days off for no valid reason. These absences, along with extended holiday time, account for the rate of unauthorised absence. Pupils arrive at school promptly and lessons begin on time. Pupils' prompt and regular attendance has a positive effect on attainment and progress. There were no exclusions in the last academic year.

## QUALITY OF EDUCATION PROVIDED

### Teaching

23. The quality of teaching is satisfactory overall. Teaching was satisfactory or better in 85 per cent of lessons seen. In 49 per cent it was good or better and in 8 per cent it was very good or better. Teaching was unsatisfactory in 15 per cent of lessons. Teaching was consistently satisfactory or better in the nursery and reception classes.
24. The quality of teaching for the under fives is good overall. Teachers actively encourage children to participate in a variety of activities that build up knowledge and understanding of all six areas of learning. They encourage children to express their views freely and with confidence. They make good use of computers to support their work with children in reading and use registration time effectively to promote children's knowledge of number and its various uses. They provide opportunities for children to experiment with a variety of materials and are positive in their relationships with them. They are careful with their planning and take every opportunity to extend children's learning.
25. In Key Stage 1, most teachers' knowledge and understanding of the Programmes of Study for the National Curriculum subjects are sound. All teachers are secure in their teaching of the numeracy and literacy aspects of the curriculum. Most teachers have an appropriate command of the technical aspects of their subjects. Good examples are seen in a Year 1 English lesson where the teacher uses formal names for punctuation marks automatically in conversations with pupils and in a Year 2 science lesson where subject specific words like 'prediction' are used to enhance the quality of pupils' learning.
26. Teachers' expectations of pupils' work habits and general behaviour in lessons are variable. Where expectations are appropriate, teachers expect pupils to work hard and to concentrate on their tasks in lessons. This enhances the quantity and quality of the work achieved. Examples of high standards of expectation are seen in a reception class mathematics lesson and in a music lesson in Year 1. Pupils are expected to concentrate and respond immediately to requests and questions. In some classes, however, teachers do not set work that is appropriate for higher attaining pupils as, for example, in a Year 2 handwriting lesson. In other classes such as a Year 2 physical education lesson, teachers do not expect pupils to stop talking and pay attention when receiving direct instruction. In both examples, the quality and pace of learning is lessened.
27. Teachers plan their work effectively for English, mathematics and science but planning for other subjects is not in sufficient detail. Where teaching is particularly effective, as in a reception class English lesson, teachers make clear to pupils what they expect them to learn by the end of the lesson. This approach has a positive effect on the amount of progress made. However, planning for the foundation subjects rarely identifies what teachers expects pupils to learn by the end of the lesson as in a Year 1 history lesson. As a result, the pace of lessons and quality of progress is lessened. Most teachers plan English and mathematics work appropriately for pupils of different abilities including those with English as an additional language but planning for those with special educational needs is unsatisfactory because specific educational plans are not developed.
28. Most teachers organise their classes well. They use a mixture of teaching approaches that include whole class, group and individual teaching. When teachers give clear and direct information to pupils, as in a Year 1 English lesson, the progress of pupils is enhanced because they get on with the task and improve the pace of their work. Most teachers use effective questioning techniques to ensure that pupils understand what is being taught. A Year 2 design and technology lesson is a good example of this.

29. Teachers' management of pupils varies from unsatisfactory to good. Where it is good, as in a Year 1 science lesson, teachers create a secure working atmosphere. They are firm but fair in their dealings with their pupils. They listen carefully to what pupils have to say and respond to their comments in a positive and encouraging manner. This encourages the development of pupils' self-confidence. However, in some classes as, for example, in some Year 2 science lessons, the quality of management is unsatisfactory. This is because pupils are permitted to talk to each other when the teacher is talking to the whole class and because the level of noise in the classroom is often excessive. Part of the reasons for the excessive noise is because the class teacher shouts at the pupils. Both these factors contribute to a decline in the quantity and quality of learning achieved.
30. Teachers make appropriate use of both time and resources overall. Where the pace of lessons is fast, as in a Year 1 English lesson, this aspect of good teaching encourages the development of pupils' interest and concentration and this has a positive impact on the quality of their learning. Where the pace is too slow, as in a Year 1 history lesson and a Year 2 music lesson, pupils become bored with their work, lose interest and make limited progress. Teachers make reasonable use of non-teaching assistants in their classes but the value of the work that they do is weakened by the absence of detailed planning for pupils with special educational needs. Teachers do not make sufficient use of parent volunteers.
31. The quality of teachers' daily assessment of pupils' work is satisfactory. Most teachers make positive and constructive comments to pupils during lessons that help them to increase their learning. Marking of work is particularly good when teachers make written comments that indicate to pupils how they may improve the quality of their work as in a Year 2 class. The quality of teachers' recorded assessment is satisfactory. Where assessment is of positive value, as in reading in a Year 2 class, teachers make effective use of information to support their teaching. The reading, writing and mathematics 'Benchmark' records are a strength of the school. Most teachers set homework appropriately and ensure that the amount and level given takes account of individual pupils' ability.
32. Teachers and learning assistants do not provide sufficient support for pupils with special educational needs and for pupils for whom English is an additional language. They do know their pupils well and work together effectively. However, they do not have sufficient information or guidance provided on the needs of individual pupils to ensure that appropriate progress in learning is made by these pupils.
33. The quality of teaching overall has decreased since the last inspection. The main reason for this is the considerable numbers of staff changes during the last academic year and the subsequent employment of a number of relief teachers from overseas to fill the vacancies for the short term. The frequent changes of staff have had an adverse effect on the ability of pupils to pay attention and concentrate effectively in some classes. The teaching staff has now been stabilised with the appointment of five new permanent teachers. Since the last inspection, the quality of the presentation of handwriting has improved but remains a relative weakness in English. In some classes teachers do not extend the higher attaining pupils to allow them to achieve their full potential

### **The curriculum and assessment**

34. The overall quality of the curriculum and assessment is satisfactory. For children under five, the curriculum is broad and balanced and is based on learning agreed nationally for pupils of this age (DLO's). Long term planning identifies the areas of the curriculum to be taught over the year and medium term plans are produced each term to identify learning objectives and activities for the term. There is good continuity from the nursery to reception, particularly now that the nursery and reception classes work together as the foundation stage. The continuity and progression of the curriculum gives all children access to planned experiences both inside and outside and prepares the pupils well for Key Stage 1.

35. The curriculum for Key Stage 1 is broad and balanced. It contains all of the elements of the National Curriculum and Religious Education. Policies are in place for all subjects and supported by schemes of work to ensure that sufficient time is available for each subject. There is a Health Education Policy that is taught through the science and physical education curriculum. Within the current school prospectus, parents are informed of their right to withdraw pupils from collective worship. The prospectus contains a statement about sex education although there is not a policy in place.
36. The school meets its aims for equal opportunities and provides access to the curriculum for all pupils. There are no extra-curricular activities. Unsatisfactory assistance is provided for pupils with special educational needs because individual education plans are not in place to ensure regular target setting and review.
37. The school follows the National Literacy Strategy (NLS) for English and the National Numeracy Strategy (NNS) for Mathematics. Lessons take place each day and follow the recommended format. The school has adopted the Qualifications Curriculum and Assessment Authority (QCA) schemes of work in the subjects that are available. These documents provide teachers with a useful source of subject information but planning is not done in sufficient detail in some subjects to ensure continuity and progression.
38. The school has improved the planning and monitoring of the curriculum since the last inspection and has implemented strategies to ensure a consistency. Unfortunately, recent and considerable changes of staff have made it difficult to continue with a systematic approach. With the introduction of the Literacy and Numeracy Strategies, these areas have received a great deal of support and monitoring.
39. There is year group agreement about subject coverage and a year plan identifies what is to be covered in all subjects except information technology. Weekly planning is presented in detail for literacy and numeracy. It identifies learning objectives and different activities for all ability groups. Weekly planning in other subjects is not as detailed and does not make reference to the knowledge, understanding and skills that teachers expect pupils to develop. The teaching methods used in lessons are not included.
40. The school makes insufficient use of on-going assessment to guide planning of future work. In literacy and numeracy, assessment is built into planning but there is no reference to assessment or expected outcomes in other subjects. There is no marking policy. As a result, the comments written in pupils' books are not consistent across the classes and vary in their usefulness in raising standards. However, the use of the 'Benchmark' system for recording pupils' progress in reading, writing and mathematics is a strength of the school. Reports to parents are often too descriptive and inform parents that their children enjoyed an activity instead of reporting on their attainment.
41. Curriculum co-ordinators check their areas of responsibility and there is a standard form used to provide information on the area monitored. This includes strengths and weaknesses seen and the action needed. There is no system in place to follow up the progress of any action taken. Portfolios of work are collected by co-ordinators and these are a useful reference for teachers. Some moderation of work takes place in year groups but this does not reflect evidence of agreement on National Curriculum levels and is, therefore, limited in its effectiveness.
42. Children are assessed on entry to school and a 'busy book' provides a detailed record of progress with samples of work. This records useful information about children when they move on to the reception class. Baseline screening has been undertaken at the school for some years and has provided useful information to monitor pupil progress. The Bexley BASICs assessment is used when children enter the reception class. This provides information about the strengths and weakness of each pupil and is used to monitor progress and set targets for the year. Pupils' progress in reading, writing and mathematics is monitored at the end of each academic year. This information is used to identify progress.

43. Personal targets are set and pupils and parents are involved in this process. When targets are achieved, pupils receive a sticker in recognition of their success. New targets are then agreed. The new system of individual cards for children, displayed on the classroom wall for personal targets, is a good idea. Parents receive an annual report that provides them with detail about all subjects of the curriculum.

### **Pupils' spiritual, moral, social and cultural development**

44. The provision for spiritual, moral, social and cultural development is satisfactory overall. There is a policy in place. It highlights the importance to pupils' spiritual development of religious education studies and pupils' personal responses to art, music, drama, poetry and literature. Spiritual development is sound and occurs in assemblies and in religious education lessons. In science, it is sometimes developed further as pupils look at some of the wonders of nature. Assemblies are varied and imaginative. They provide pupils with opportunities to think about their own experiences. They allow time for pupils to reflect in silence or in prayer.
45. Pupils are taught the difference between right and wrong and provision for their moral development is sound. The headteacher and staff see this as central to the ethos of the school. When pupils do make mistakes, they are encouraged to learn from them and to act appropriately in the future. Pupils, who demonstrate good behaviour, effort and responsibility, receive praise and rewards through the presentation of stickers and certificates. Circle time is used effectively for discussion and reflection on moral issues.
46. Provision for pupils' social development is sound. Teachers encourage pupils to learn to be constructive members of the school community, to take responsibility for their actions and for their learning and to respect the feelings and beliefs of others. Staff set a good example and promote a clear understanding of social issues. The relationship between staff and pupils are satisfactory. Teachers encourage pupils to see themselves as part of the whole community and to work together effectively. There are appropriate opportunities for pupils to work together in groups or with partners. This is effective in encouraging pupils to negotiate and to discuss fairly with a balanced consideration for those around them. It also helps pupils to form effective working relationships with each other.
47. Provision for pupils' cultural development is good. This includes pupils for whom English is an additional language. Pupils are introduced to a wide range of cultures through music, displays of musical instruments from other countries, works of art, stories and in religious education. The school has a good resource of artefacts, books and posters of other faiths. Visits are made to places of worship within the local community. Cultural awareness is extended through visits to places of historical interest, art galleries and museums. Visitors to the school, like the professional author, do much to encourage pupils with their own creative story writing.

### **Support, guidance and pupils' welfare**

48. Overall, the support and guidance given to pupils and the procedures to ensure their well being are unsatisfactory. There has been a decline in this area since the last inspection.
49. There is sound monitoring of pupils' academic progress and personal development. With the exception of information technology, the information gathered is used adequately to enable teachers to plan the next stage of their work. Parents feel that they can confide in teachers about any concerns that might effect their children. Members of staff are aware of the health needs of pupils and those with asthma and other conditions are cared for appropriately. The monitoring of attendance is satisfactory and is supported by the services provided by the education welfare officer.

50. Procedures for monitoring and promoting good behaviour are unsatisfactory. Although pupils and staff are aware of the behaviour policy, it is not used consistently or effectively to support good behaviour. At Key Stage 1, valuable teaching time is lost when some teachers continually interrupt lessons to correct pupils. In some lessons, teachers responded to misbehaviour in an in-appropriate manner by shouting at pupils. In such cases, the teachers' inability to manage pupils was a consistent feature in lessons where teaching was judged to be unsatisfactory. There is no monitoring to ensure that teachers apply the rules consistently and fairly. The agreed sanctions relating to the loss of 'golden time' are rarely used. Pupils are confused by the lack of continuity and this adds to their unsettled behaviour. This is particularly so among pupils whose special needs include behavioural difficulties. The lack of individual education plans for these pupils contributes to the lack of effective behavioural management strategies available to teachers. There is insufficient deployment of teaching staff on the playground during morning and afternoon breaks. Although there are enough mid-day supervisors on duty during lunchtime, accidents continue on the playground, because too many pupils are crowded together in the space available.
51. The school's arrangements for child protection are poor and do not meet statutory requirements. Although the headteacher holds responsibility in this area, she has not taken part in the required training. No member of staff has received any training in child protection issues. Whilst the quality of the building and most daily routines ensure pupils' health and safety, the procedures for identifying and correcting health and safety issues within the school are unsatisfactory. The governors have approved a health and safety policy that is only a statement of good intent. It lacks clarity and does not establish specific routines and responsibilities. Risk assessments are carried out informally and records are not kept adequately. When pupils take part in physical education lessons they only change out of their shoes. They wear their uniforms for PE outdoors in warm weather and this does not promote good hygiene. Pupils wear their underwear in the hall and older pupils are unhappy about this arrangement which does not support their self-esteem. Not enough full time members of staff are trained in first aid to ensure coverage at all times. The accident book is not monitored to identify trends regarding pupils' bumps and falls. Fire drills take place each term and relevant information is recorded.

### **Partnership with parents and the community**

52. Overall, the school maintains a satisfactory partnership with parents and the community but it is not as good as it was at the last inspection.
53. The quality of information provided for parents is unsatisfactory. The prospectus is missing information about admissions, the school's policy for providing for pupils with special educational needs, national assessment results, and parents' rights to withdraw their child from religious education. The governors' annual report to parents is missing the required information about special needs, the rates of authorised and unauthorised absences and national assessment results. At Key Stage 1, the school provides information about mathematics but does not provide parents with any other information about the curriculum their children will be studying. Newsletters to parents are sent out infrequently. At the time of the inspection, parents expressed concern that they had not been informed about the new two-bell system in place in the morning. Some had only been informed verbally by their children. Pupils' end of year reports meet statutory requirements but lack sufficient detail about what pupils have learned and can do in each subject. Many are too descriptive and inform parents that their children enjoyed an activity instead of reporting on their attainment.
54. Parents' involvement in their children's learning is satisfactory. Parents support their children by reading to them at home and there is regular use of the home reading diary. This helps to support literacy across the school. The Friends of Bedonwell Infant School (FBINS) organise fund raising events to help provide

additional resources. This small group of committed volunteers organise Christmas and summer fairs. They helped to provide some of the outdoor play equipment. A number of parents have expressed concern that they are no longer invited to help in classrooms at Key Stage 1. There were no parent helpers in

school during the inspection and such support has declined since the last inspection. Apart from formal reviews of statements for pupils with special educational needs, there are no other regular opportunities for parents of these pupils to meet and discuss progress with their teachers. The same position applies for pupils for whom English is an additional language.

55. The school maintains satisfactory links with the community to support the curriculum. There is a programme of class trips for pupils and these include the Tate Gallery and the Bethnal Green Museum of Childhood. Funds raised at harvest time are donated to a local charity for the elderly. The committee of FBINS secures some support for their events from the local business community.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

56. The leadership and management of the school is sound overall. However, although the governors, headteacher and senior staff provide a sufficiently clear educational direction for the work of the school, their commitment to high achievement is lacking in real focus and direction. There is an unsatisfactory overall approach to development planning and monitoring and evaluation of what is going on in school.
57. Until recently, the school was moving effectively towards the satisfactory implementation of the action plan formulated after the last inspection. Its priorities for the future were clearly identified in the school development plan, although there was little evidence of a review of the effectiveness of previous decisions. Over the last few terms, staff changes, with several senior teachers leaving the school, have resulted in the loss of some of the personnel identified in the development plan and the need to reallocate subject and phase responsibilities. This development is moving in a positive direction with experienced co-ordinators supporting teachers new to the task as in English, for example. However, there are no co-ordinators for history, physical education and information technology. In addition, some classes have had several relief teachers in a short space of time and there are now five newly qualified teachers in the school. The headteacher has had to make revised plans to meet these new demands and these have resulted in some areas designated for improvement lapsing for the time being. The structure of the senior management team has been changed and widened to meet the school's present needs. Generally, it is an effective group containing wide experience and expertise. The headteacher's main priority at the moment is to provide guidance for the newly qualified teachers through a carefully constructed induction programme.
58. The job description for the deputy head does not capitalise upon her experience or make sufficient use of the fact that she is not class-based. At the moment, the present emphasis of her role as a classroom helper is not an efficient use of her time or expertise. She does not provide sufficient professional guidance to teachers in their classrooms nor take a strong enough lead in monitoring and evaluating the effectiveness of teaching across the curriculum. In her role as special educational needs co-ordinator (SENCO) she does not ensure that all statutory requirements are complied with fully. Her specific responsibilities do not ensure that individual education plans (IEPs) are in place, regularly updated, reviewed and new targets set and that a permanent current special educational needs (SEN) register is in place. The SENCO's role in giving guidance to teachers and learning assistants on how to support SEN pupils is unsatisfactory. Overall, the situation results in poor provision and pupils with special educational needs making unsatisfactory progress within the key stage.
59. The governing body is led effectively and organised into useful sub-committees. Since their formation as a separate entity a year ago, a core number of members have become increasingly involved in the work of the school. The chairman and headteacher have regular meetings. They liaise closely on a wide variety of issues

as they arise. They recognise the need to make all governors aware of recent educational developments and they work together towards achieving this goal. Subject co-ordinators talk at their meetings and many governors begin to have a clearer insight of what is happening in school. There are useful, planned occasions for staff and governors to meet and get to know each other. However, the governors as a whole are not yet fully involved in strategic planning. For instance, they are not consulted by the headteacher at an early stage in the formulation of the school's development plan, although they become involved at a later date when it is discussed and ratified by members of the governing body. Their monitoring of standards and developments in classrooms, and the effects of spending decisions, is unstructured and under-developed. The governor with responsibility for literacy works as a learning assistant in the school and this gives her a good insight into how the new national initiative is working within the classrooms. There is also a nominated governor for numeracy.

60. The governor with responsibility for special educational needs (SEN) is not working sufficiently closely with the co-ordinator for this aspect. There is a lack of regular meetings to evaluate practice and provision. Currently, there is not compliance with the statutory requirements set out in the SEN Code of Practice and they do not include sufficient information for parents in the annual report. A lack of awareness of Child Protection procedures in the school, means that statutory requirements are not being met fully with regard to health and safety procedures.
61. The school aims, values and policies are set out clearly but, overall, their implementation is unsatisfactory. In many regards, those to do with the welfare and personal development of pupils are being met. However, in some important aspects, such as Child Protection, there is a lack of awareness of procedures to be taken. Several staff need help with the development of behaviour management strategies. The school's aims relating to high achievement and pupils being given the opportunity to reach their full potential have yet to be fully realised.
62. The headteacher and governors wrote very clear and detailed action plans following the last inspection. These were regularly evaluated in subsequent years. Some school priorities have been superseded by new national initiatives, such as the numeracy strategy and by the need to change direction and responsibilities due to staff changes. The success criteria do not indicate clearly enough how the initiatives and spending will be monitored and evaluated or how achieving targets will result in higher standards. There is insufficient evaluation of the previous year's decisions and spending. Funding for the professional development and in-service needs of staff is carefully allocated and satisfactorily targeted to school priorities and personal needs.
63. Since the last inspection, the school has continued to develop the role of the co-ordinators. Curriculum policies and schemes of work are now in place for most subjects. A careful audit and redistribution of resources has taken place. Co-ordinators monitor success in their subject in a variety of ways, but there are limited opportunities for them to evaluate teaching and learning in colleagues' classrooms. Comments on monitoring forms do not make clear to teachers what they need to do to improve. Useful portfolios of children's work have been produced to help teachers judge levels of work and moderation within year groups has taken place. Many co-ordinators changed their role at the beginning of the Autumn Term. They are on a steep learning curve but they are gaining new information about their subjects quickly. The co-ordinators for literacy and numeracy introduced the new national initiatives for their subjects effectively and, together with the co-ordinator for science, achieved good results by the end of the previous year. The co-ordinator for the Early Years has already established an effective learning environment. The music co-ordinator's good management practice has resulted in raised standards in this subject.
64. The day-to-day management of the school is efficient, friendly and effective. Systems and procedures are well-established. All staff are familiar with school routines and the children are able to develop within a business-like, well-organised atmosphere as they move around the building.
65. The ethos of the school is sound. Apart from one or two classrooms where poor behaviour spoils lessons, the pupils are learning within an orderly school environment. There are satisfactory relationships throughout the school and an appropriate emphasis on providing equal opportunities for pupils including those with English

as an additional language. However, the school is not sufficiently clear about the best ways of raising the standard of work of all pupils, but particularly the most able. Despite this, the school has made satisfactory progress since the last inspection and is on course to make sound improvements in the future.

### **Staffing, accommodation and learning resources**

66. The quality of staffing, accommodation and learning resources is sound overall. There are sufficient numbers of teachers in the school to meet the demands of the curriculum. Of a teaching staff of 15 teachers, over half have three years teaching experience or less. This has provided a challenge for the headteacher and senior management team particularly with reference to an appropriate induction programme to integrate the newly qualified teachers into the school. This challenge is being met successfully.
67. Teachers are qualified in almost all the curriculum subjects they teach although many staff lack information technology skills. All teachers have opportunities for professional development through their appraisal interviews, subject co-ordinators action plans and through priorities identified in the school development plan.
68. Classroom assistants are deployed to work in the classrooms where they support pupils with learning difficulties individually and in small groups. They work with the class teacher who is responsible for planning for the needs of these pupils. In addition, they provide feedback to the teacher on what the pupils have covered during the lesson. Secretarial and caretaking support is efficient and contributes to the smooth running of the school.
69. The accommodation is suitable to allow the curriculum to be taught effectively with classrooms large enough for different teaching styles to be adopted. The rooms are well maintained and generally have interesting and varied displays to enhance pupils' learning. The halls are well used for music, physical education, assemblies and for lunchtime activities.
70. Resources are adequate for all subjects except for pupils with special educational needs. The school has a good ratio of computers per pupil in each classroom but a considerable number are ancient and due for replacement. Spending on resources is carefully planned in line with current school priorities. There are sufficient books in good condition to meet the needs of the curriculum. This includes a sufficient variety of books for pupils at all levels to be read in school or to be taken home. The school uses outside resources well, including museums, art galleries and resources within the local community. Apart from the nursery, that has its own garden and the playground equipment, the school has missed opportunities to enrich the curriculum and develop pupils' imagination with development of the school grounds for wild life and nature studies. The resources in the nursery are adequate.

### **The efficiency of the school**

71. The efficiency of the school is satisfactory overall. There were no specific areas for improvement noted in the last inspection. Financial planning is appropriately detailed, focused and supports educational developments effectively. The governing body has sound procedures in place for managing the budget and the finance committee meets regularly. The school is clear about its priorities and its budget headings reflect this. The headteacher prepares a draft development plan that is influenced by the feedback from various committees and senior members of staff. This is placed before the full governing body for final approval. The school development plan includes the criteria to be used to measure success but they lack a sharp focus. The governing body ensures that funds for special educational needs are used appropriately to employ non-teaching support assistants. However, it does not identify clearly how these funds are used for specific purchases of resources for pupils with special needs.
72. Although the use made of most teaching staff is satisfactory, the use made of the deputy headteacher and of non-teaching staff is unsatisfactory. The deputy headteacher currently covers aspects of teaching and organisation that could be carried out equally well by relief or support teachers. The non-teaching staff do

not receive sufficient specific help and guidance to ensure that they know what pupils with special needs are expected to achieve by the end of their lessons. However, the headteacher is working towards developing and using the expertise of teaching staff where it is of most value.

73. Overall, satisfactory use is made of learning resources and accommodation except for information technology. Insufficient use is made of the available computers in the school in a number of subject areas. Some computers are very dated and of limited value for educational purposes. The library is well designed, well stocked and used for a variety of educational developments. The halls, display boards and inter-class spaces are used regularly and enhance the quality of education provided.
74. Financial control and school administration is satisfactory and adequate information is available for the governors and for staff with management responsibilities. The administrative secretary ensures that the office functions efficiently and that financial matters are dealt with correctly. The budget is monitored on a regular basis by the headteacher and the finance committee, and professional records are in place. The most recent audit was very positive about the school and made a number of minor recommendations for further action. The most important of these have been addressed.
75. Based on the socio-economic circumstances of pupils, the attainment on entry, pupils' attainment and progress, their attitudes, the quality of education provided with particular reference to teaching, and the expenditure per pupil, the school provides satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

76. When children join the school before their fifth birthday, baseline assessment indicates an average level of attainment. They make good progress as a result of the quality of teaching which enables them to achieve success in personal and social development, language and literacy, mathematical development, knowledge and understanding of the world and physical and creative development by the age of five. The nursery and reception classes are located in the old part of the building in a safe and secure area that provides good accommodation and a reasonable space for outside play.
77. The development of children's personal and social skills is a strength. The positive attitude of pupils to each other and to adults is reflected in all areas of learning. The nursery and reception teachers create a happy caring environment where children come to school happy and eager to learn. Children share resources well, take turns and persevere at tasks as with the group building a bridge to illustrate the story of the Three Billy Goats Gruff. Teachers and non-teaching assistants monitor the activities chosen by children and this provides good times for intervention and discussion about sharing and turn taking. Circle time in reception classes provides good opportunities for pupils to listen and express their views. The quality of teaching in nursery and reception classes promotes good personal and social development.
78. In both the nursery and reception classes, children's language and literacy skills are good. They listen and respond to stories and are keen to talk about their own experiences. The story of the Three Billy Goats Gruff as a theme throughout the nursery motivates children and encourages them to act out characters in role play and to use their imagination to promote lively speaking. Children show enjoyment when looking at books and they join in the rhyme during a big book session of 'Each Peach Pear Plum'. Children use cassettes and headphones independently in the listening corner. They are taught to recognise words and letters. All children in the nursery select their name as they arrive and place it in a box. Writing skills are developing well. Children draw the initial of their name in flour and many write their name as well as recognise and write other letters. Children use symbols and words to convey meaning. Effective teaching in the nursery and reception classes provides good opportunities to promote literacy. The use of adult intervention in role play and the writing corner promotes aspects such as emergent writing. Teachers make good use of computers to support reading and printed parts of stories.
79. The quality of teaching enables children to make good progress towards average attainment by the age of five. They make use of many opportunities to use and explore numbers. Teachers make good use of registration time to encourage children to sequence numbers and find the appropriate numbers on a card. They make effective use of a wide variety of resources and organise their rooms to accommodate various mathematical activities that involve sorting, counting and working with a given number. Children sing number songs with enthusiasm. Pupils look at patterns and use beads to thread and make various patterns. They sort objects into sets of three and older children identify two-dimensional shapes and begin to describe their properties.
80. Good teaching promotes a good understanding in knowledge and understanding of the world. Children learn about the effect of water on dry sand and try experiments on their own with various substances. They are confident when they use the computer and show skills in using the keyboard and mouse. Children explain what they are doing when they are using the computer. Children gain experience through their work with magnets and this promotes a great deal of discussion around the activity. They experience a good planned range of independent and directed activities that are adapted to suit the interests of children of all abilities.

81. Children make use of the large play equipment to develop a wide range of physical skills. They climb and balance on a bridge with support and encouragement from their teacher and make good progress with the development of their self-confidence. A range of small world and construction equipment supports other aspects of children's physical development in a constructive way. Teachers use this equipment to present opportunities effectively and they link these to ongoing themes that are regularly changed. As a result, children make good progress.
82. Teachers provide children with appropriate opportunities to develop their creative skills through exploration of colour, shape and sound both inside and outside the classrooms. Children learn about colour and texture when painting and they make good progress. They talk about the sounds they make with musical instruments and about the ways in which they are played.
83. Teaching is at least satisfactory in all lessons and good in the majority. Teachers plan well and use positive interaction to support children in school. They ensure that there is a good pace to lessons and match activities to suit the needs of all children. Opportunities for learning are rarely missed whether by direct teaching or an interaction with a child. Teachers' planning makes it clear which area of learning is the subject of their focus for the lesson.
84. The curriculum is appropriate for children under five. Teachers of each year group plan together and this ensures that children's learning is continuous and progressive. They make appropriate provision for children with special educational needs. Day to day assessment in the nursery is particularly good and records provide useful evidence of progress. These are passed onto the next teacher. All classes have a good stimulating range of resources that are accessible for all.
85. The co-ordinator for the 'Foundation' stage provides clear leadership and implements good strategies for improvement with the team. Links with parents are encouraged. These include a good initial programme that includes home visits, induction meeting for parents and the opportunity for parents and their children to spend the first day in the nursery together.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

86. By the end of Key Stage 1, pupils' attainment in English is above average overall. The school's 1998 national test results show that pupils' attainment was well above average by the end of the key stage. These results show that, compared with schools with pupils from similar backgrounds, pupils' attainment is also above average overall. Test results over the past three years indicate that attainment has steadily improved. Since the last inspection, there has been an increase in attainment in writing, speaking and listening but a decrease in reading. The school sets realistic targets for improvement. These are appropriate for the level of ability of all pupils.
87. Attainment in speaking and listening is above average by the end of the key stage. Pupils make satisfactory progress as they move through the year groups. In reception, pupils begin to listen attentively and talk about their experiences with growing confidence. They make good use of a developing vocabulary to make their thoughts clear to others and they respond enthusiastically to stories read to them. In Year 1, pupils develop the ability to speak clearly and in considerable detail. They say what they like and dislike about books and begin to respond positively to the use of formal language in English lessons. In whole class readings of big books, pupils learn to read with considerable expression. By Year 2, most pupils develop the skills of careful listening. However, in some classes, pupils do not yet understand the importance of considering others when they speak. They butt in or talk to one another when others are speaking to them. Most pupils respond to teachers' questions with sensible ideas and growing confidence in their ability to express their thoughts.

88. Attainment in reading is average by the end of the key stage. Pupils make satisfactory progress in the development of their knowledge, understanding and use of the skills involved. Pupils in reception begin to understand the basic structure of books – how they have authors and titles, for example. They enjoy reading and make sensible choices according to their individual interests. Pupils begin to recognise letters by their shape and sound and higher attaining pupils know that certain letters have more than one sound. In Year 1, pupils know how to use a simple colour system to return library books to their correct section. They read simple sentences together during literacy hours with a broad level of understanding and increase their knowledge of how words end in different ways. Higher attaining pupils learn how to project ahead to work out how stories may end. Pupils need considerable help to enable them to work out new words.
89. By Year 2, pupils read simple text with a reasonable level of fluency. They develop their understanding of the connection between letter names and sounds and understand the formal language of vowels and consonants. Pupils know how to recognise rhyming words but they are not confident about tackling new words. Higher attaining pupils read fluently but continue to use their fingers as a guide. They understand the difference between fiction and non-fiction and know how to use a simple dictionary correctly.
90. Attainment in writing is above average by the end of the key stage. Pupils of most abilities make satisfactory progress as they move through the year groups. Pupils with special educational needs and pupils with English as an additional language make limited progress because targets for their learning are not planned in sufficient or appropriate detail. In Year 1, pupils understand the reasons for using full stops and capital letters and higher attaining pupils make some use of this knowledge in their writing. By Year 2, pupils begin to write for a variety of purposes as with their letters to the king and their simple instructions in design and technology, for example. They use simple sentences that follow in correct sequence and most make some use of basic punctuation in their writing. Higher attaining pupils understand the reasons why speech marks are used and they read and follow simple instructions effectively.
91. Most pupils spell common everyday words correctly. The quality of pupils' handwriting is variable. Most pupils form their letter shapes reasonably accurately but the quality of the flow and size of their writing is inconsistent. There are two main reasons for this. The first is the lack of regular directed practice by all pupils and the second is because many do not hold their pencils correctly.
92. Attitudes to English are satisfactory. Younger pupils work harmoniously together and help each other with their tasks. They are enthusiastic about reading books with their teachers and they share materials sensibly. Older pupils vary in their ability to listen and concentrate well. In Year 1, they pay close attention to stories read to them and most attempt to answer questions set by their teachers. In some classes, pupils do not know how to wait their turn in conversation and tend to shout rather than talk quietly. This detracts from the quality of the lesson. In Year 2, most pupils are attentive and respond positively to lessons. However, a number are tired and yawn continuously at the beginning of the day. Most pupils work well together without direct supervision
93. The quality of teaching is satisfactory overall. However, there is a wide range from excellent in some lessons to unsatisfactory in others. Most teachers have a good command of the English language and use this effectively to promote efficient learning. Where teachers take less care with their own spelling and punctuation, as in a Year 1 class, the example set for pupils is unsatisfactory.
94. Most teachers expect pupils to concentrate in lessons and this has a positive effect on the quality of work produced. When teachers expect pupils to stop, look and listen carefully, as in a Year 1 class, the quality of pupils' learning is enhanced. However, when teachers allow the working atmosphere of the classroom to become too noisy, as in a Year 2 class, pupils find it difficult to concentrate and complete the work set.

95. Teachers plan appropriately. Where they are clear about what they expect pupils to learn by the end of the lesson, as in a reception class, pupils make good progress in their learning. Most teachers organise their lessons effectively and create an effective environment for learning. They give clear instructions to pupils and organise work appropriately for pupils of different abilities. Where teachers ensure that all pupils are encouraged to participate in conversations, as in a Year 1 class, pupils of all abilities make good progress with their speaking and listening.
96. Most teachers manage pupils well and deal firmly and fairly with pupils who are disruptive. They treat pupils with respect and value their comments. Where class management skills are good, as in a reception class, teachers have a positive relationship with pupils and often teach with a sense of humour, which encourages pupils to enjoy themselves and to work hard. When management styles are not well developed, as in a Year 2 class, pupils talk constantly while the teacher is giving instructions. This detracts from the quality of learning achieved.
97. Overall, the pace of lessons is secure. Where it is fast, as in a Year 2 class, pupils achieve a great deal of work during the lesson. Most teachers make good use of a range of resources to support their lessons and most use the expressive qualities of their voices to enhance the level of their teaching.
98. Teachers assess pupils' work positively through individual discussions with pupils and through positive marking. The most effective marking occurs when teachers make constructive comments that help pupils to understand what they must do next to improve their work. Good examples of this form of marking occur in a Year 2 class. Teachers assess pupils' work effectively through the 'Benchmark' recording system for reading and writing and this is a strength of the school. Pupils take reading books home on a regular basis and parents and teachers use reading diaries to record response and progress made.
99. The development of the literacy hour is effective throughout the school. Teachers' readiness to adapt and mould the hour to suit the abilities and ages of their pupils ensures that most pupils continue to enhance the quality of their English. However, the use of information technology to enhance the teaching of English is unsatisfactory in most classes.

## **Mathematics**

100. By the end of Key Stage 1, pupils' attainment in mathematics is average. The school's 1998 national test results show that attainment was above average by the end of the key stage. The 1999 national test results indicate similar findings. These results show that, compared with schools with pupils from similar backgrounds, pupils' attainment is also above average. Test results over the past three years indicate that attainment has steadily improved. The attainment of current pupils is less than that recorded at the last inspection. There are two reasons for this. The first is the variation in the year groups of pupils and the second is the influence of the large number of relief teachers employed during the last year.
101. Pupils make satisfactory progress in mathematics. They develop their skills in applying strategies to calculate number. They find rules in subtraction sums and investigate number bonds by breaking up given numbers of multi-link cubes, for example. However, they are unable to find patterns in numbers when learning their number bonds. Pupils make secure progress in the development of the recording skills. They develop from their own jottings to more formal methods of recording addition and subtraction sums. Their progress varies across the key stage with pupils in Years 1 and 2 using numbers confidently whilst others struggle with recognition of numbers below 10.
102. Pupils develop their skills of mental calculation in numeracy lessons. In Year 1, they count back one or two from a given number below twenty. Average and lower attaining pupils find this challenging but higher attaining pupils do not. They finish these and similar activities quickly and do not have the opportunity to extend their thinking and their skills further. In Year 2, pupils use similar activities as in Year 1 to learn

number bonds and extend their skills by recording their findings as addition sums. However, very few pupils know how to spot a pattern and make random guesses in order to do so. Some pupils recall number bonds to ten. Pupils make use of practical aids to mathematical learning such as number lines and carpet tiles to support their work with the ordering of numbers up to ten.

103. Pupils develop their knowledge and understanding of shape and space. In reception classes, pupils increase their awareness of two-dimensional shapes. As they move through the school, they increase their understanding of three-dimensional shapes and use appropriate mathematical vocabulary to describe their common features.
104. Pupils' attitudes to mathematics are satisfactory. They enjoy their work when lessons are lively and pace is good. On these occasions, they apply their knowledge to the task in hand and work collaboratively together. During whole class sessions on the small carpet areas, pupils find the restricted space makes it difficult for them to concentrate and this detracts from the quality of their learning. Often, pupils do not participate well in such sessions. They join in number songs and rhymes that help to reinforce counting skills and they are keen to hold numbers or take away a picture in practical activities. Pupils often work at a noise level that detracts from the concentration of others. However, most pupils explain their methods of working and their findings.
105. The quality of teaching is satisfactory overall. However, lessons range from unsatisfactory to good. Good lessons are characterised by good pace and clear learning objectives that are made clear to pupils as in a Year 1 class, for example. Where lessons lack these features, pupils lose interest and become disruptive as in a Year 2 class. Teachers do have a whole school system in place for dealing with disruptive behaviour but the use of this deterrent is not used consistently in mathematics
106. Teachers' planning for numeracy lessons is developing well. They plan within year groups to ensure consistency. Lesson objectives are clearly presented and activities are organised for different ability groups. Teachers use a variety of teaching styles with varying levels of success. They are beginning to use the plenary session to assess pupils skills but this is under-developed at present. They moderate work at the end of the school year but they do not pass their findings on to each other in a consistent way. Homework is used effectively to reinforce concepts learnt in school. This provides fun for pupils and a practical approach is used successfully. IMPACT maths is taken home fortnightly and parents write comments that are usually positive. These are recorded in diaries that accompany the homework.
107. The National Numeracy Strategy (NNS) was introduced in January this year and is having a satisfactory effect on the teaching of mathematics. The school has been involved in the Bexley Project, which gives support and guidance to a limited number of schools who were keen to introduce the strategy early. Teachers increase their knowledge and understanding of the subject through observation of demonstration lessons and feedback is provided for their own lessons.

## Science

108. Attainment in science is average. Year 2 pupils are on line to achieve standards close to the national average level 2 and below for level 3 by the end of the key stage. These projected grades are not as high as in previous years for three reasons. The first is because the year group has a lower ability profile. The second is because of the disruption in teaching caused by staff changes and the third is because of poor behaviour in some lessons.
109. The school's National Curriculum teacher assessment for seven year olds in 1998 shows that 90 per cent of pupils reached the expected level 2 or above, which exceeds the national average. The percentage of pupils attaining the higher level 3 was in line with the national average. In comparison with the results of similar schools, pupils' performance in 1998 is average. At the end of 1999, teacher assessment points to good

results, but as yet there are no comparative national figures.

110. Pupils of all abilities make sound progress in science. They develop an appropriate scientific vocabulary that supports the growth of scientific skills, knowledge and understanding. In Year 1, pupils carry out simple observations and investigations. This is an improvement since the last inspection. Pupils have first-hand experience of growing things, for instance sunflowers and potatoes, and make simple drawings to chart their development. Pupils discuss similarities and differences in human features as in a Year 1 project on 'Ourselves'. Pupils collect simple data relating to their findings and record this in block graph form. In Year 2, pupils carry out simple practical experiments as with the construction of a simple electrical circuit. They know about the life cycles of animals and name the parts of a plant. During the present term, the pupils are developing their understanding of forces and movement and what they need to do to make a toy car go faster or slower. They make sensible predictions and some know if a test is fair or not. Pupils carry out simple experiments suggested by their teacher. However, there are limited opportunities for them to turn their own ideas into an investigation and this limits even higher achievement.
111. Pupils' attitudes to science are variable but satisfactory overall. In the majority of lessons pupils, are lively, attentive and make sensible responses to their teachers' questions. In Year 1, higher attaining pupils collaborate with a partner to make a careful record of their findings. However, in a number of lessons seen in Year 2, a significant majority of pupils were too noisy. Many called out instead of waiting their turn to be asked and some exhibited unacceptable behaviour.
112. The quality of teaching varies from very good to unsatisfactory, but is sound overall. Teachers are secure in their knowledge of the subject and have a good understanding of the National Curriculum requirements. Overall planning, based on the new national scheme of work for this subject, ensures that all pupils in the same year group cover the same work and that they build on and extend their scientific knowledge and understanding as they move through the key stage. However, the implementation of this planning varies from class to class. In good lessons, as seen in a Year 1 class, teachers make activities interesting, use appropriate questioning skills and employ a range of strategies that keep all pupils well-motivated. When lessons are less successful, as in a Year 2 class, the lack of successful behaviour management skills leads to a lack of interest by pupils that detracts from the amount of new knowledge gained. Some lessons do not end with a plenary session because of either a lack of time or because of poor behaviour and this limits pupils' opportunities to clarify their ideas and explain what they had found out. This is a crucial requirement for achieving a higher level 3. In Year 1, higher attaining pupils record their results with a partner and those needing more support fill in a group chart with the teacher.
113. Teachers' weekly and daily planning is minimal and does not support less-confident and inexperienced teachers. The scheme of work gives good guidance in planning science skills but it does not break down some sections into sufficiently small steps to provide the necessary guidance for teachers. Also, it does not highlight a cross-curricular approach sufficiently, particularly with regard to literacy and numeracy. Teachers are monitoring the first year's implementation of this new scheme and they evaluate its progress at regular key stage meetings. They submit work for moderation but do not grade it against National Curriculum standards.

## **OTHER SUBJECTS OR COURSES**

### **Information technology**

114. Attainment in information technology is below the level expected for pupils of this age by the time that they leave the key stage. This level of attainment has decreased since the last inspection.
115. Progress is unsatisfactory for pupils of all abilities in Key Stage 1 although, in the Under Fives, they develop a confidence in the use of mouse and keyboard skills. This level of skill is not developed in Key Stage 1

because pupils do not have sufficient hands on experience. During the inspection, computers were often left off or covered during the day.

116. In Year 1 Pupils develop an awareness of specific programs like 'Our World' which link computer activities to other curriculum areas like history. However, pupils do not make sufficient use of this software to enable them to become proficient. In Year 2, pupils know how to type simple sentences but they do not know how to edit their work or how to print finished writing. One reason for this is the failure of printers to work effectively. Pupils know the functions of a few icons on the screen but their knowledge is not based on regular use and development of appropriate skills. Pupils describe ways in which computers may be used but make it clear that most of their experiences are gained at home.
117. Pupils' attitudes to learning information technology skills are satisfactory. They show interest in using the computer and, where good classroom management occurs, as in a Year 1 class, pupils concentrate on the screen and contribute positively to the discussion. They speak with enthusiasm but show, by their comments, that their practical experiences of computer work are limited.
118. It was not possible to see many lessons in information technology. However, discussions with pupils and teachers about their work, and observations of teachers' documentation and pupils' work, show that the quality of teaching of information technology is unsatisfactory. Teachers make unsatisfactory use of opportunities to link the development of computer skills with other subjects of the curriculum. An example of such lost opportunity is seen in literacy hours when the opportunity for pupils to develop a series of instructions on making a book was lost. Teachers do not plan the development of computer skills and the connection with other subjects adequately. They are not clear about learning objectives and this detracts from the quality of pupils' learning as a result. Teachers rarely teach the subject to the whole class. As a result, the level of pupils' knowledge and understanding of the many and varied uses of the computer is weak. Although there is considerable equipment available, much of it is dated and detracts from the progress that pupils make. There is not a co-ordinator currently responsible for this subject to monitor the effectiveness of teaching and curriculum delivery.

### **Religious education**

119. By the end of Key Stage 1, pupils' attainment in religious education is in line with the level expected in Locally Agreed Syllabus. Pupils make satisfactory progress. By the time they leave the school the quality of their knowledge and understanding is at a level expected for pupils of this age. This quality has been maintained since the last inspection.
120. Younger pupils learn new bible stories and experience opportunities for awe and wonder as with their lessons taking care of things such as caring for animals and their own garden, for example. By the end of the key stage, pupils increase their knowledge and understanding of bible stories to include stories from both old and new testaments. They learn about the main events in the life of Jesus, including the main Christian festivals and beliefs. They learn about some of the beliefs and festivals of other main world religions. From this year Christianity and Sikhism are the chosen religions for more detailed study. Pupils gain from the good provision of resources for this subject both in school and within the surrounding district. Pupils develop their understanding of what they believe through links with the Junior school as part of the national Religious Education Week. Pupils develop a clear understanding of aspects of their multi-cultural society through links with the local community and through the range of artefacts available within the school.
121. Pupils' response to religious education is sound overall. They generally concentrate early on in their lessons and are keen to respond to questions from their teachers. However, in some classes, pupils spend too long sitting on the carpet listening to their teachers. This results in some pupils becoming noisy as they move to follow up activities. However, in contrast, in assemblies, pupils enter the hall, sit down very quietly and enjoy the atmosphere of the moment. Pupils' respond well to invitations to reflect quietly on the themes and

to respond to prayers.

122. It was not possible to see sufficient lessons in religious education to make a judgement on the quality of teaching. However, discussions with pupils and teachers about their work, and observations of teachers' documentation and pupils' work, show that religious education is appropriately taught throughout the school. In the best lessons seen, teachers challenge pupils to extend their thinking through well organised questions. The quality of teaching is positively supported through links with the local clergy who come in to the school on a regular basis to take assemblies for Harvest. These visits include clergy from various denominations.

## **Art**

123. Pupils of all abilities make satisfactory progress in art. By the time they leave the school, the quality of their art is at a level expected for pupils of this age. This quality has been maintained since the last inspection.
124. Pupils make use of opportunities to record their experiences, observations and imaginative thoughts in an artistic way. They learn the skills and techniques needed for simple sewing, printing and collage work. Year 2 pupils speak fondly of their puppet making experiences in Year 1 when they were involved in drama productions. In both year groups, pupils gain experience of close observational work. Pupils use art to support their work on other subjects as with drawings of artefacts in history in Year 2. Pupils use a wide range of drawing media, including pencil, pastels, charcoal and chalk.
125. Pupils' extend their knowledge and understanding of the work of other artists as they move through the school. They produce paintings in the style of Van Gogh, Matisse and Mondrian. They explain the technique of pointillism, for example and benefit from visits to places of artistic merit. A visit to the Tate Gallery last Summer gave pupils a valuable opportunity to study the work of Jackson Pollock in depth.
126. Pupils' attitudes to art are sound. They are happy to share their ideas with others when interviewed. They express an enjoyment and satisfaction in what they do and look forward to their lessons. Their work is reasonably well presented as indicated by the various displays around the school.
127. It was not possible to see sufficient lessons in art to make a judgement on the quality of teaching. However, discussions with pupils and teachers about their work, and observations of teachers' documentation and pupils' art, show that art is appropriately taught. Cross-curricular links are usefully included in the planning of other subjects. Science and history are often used as a stimulus for art and illustration is used to enhance work across the curriculum. Pupils do not use information technology to support their art development. Planning does not extend a selection of skills and techniques to ensure that progress is continuous and progressive. However, a new scheme of work is currently being developed. The present moderation system is not sufficiently rigorous because it does not place sufficient emphasis on the development of teachers' expectations in this subject.

## **Design and technology**

128. Pupils make satisfactory progress in design and technology in the key stage. By the time they leave the school the quality of their designing and making is at a level expected of this age. This quality has been maintained since the last inspection.
129. As pupils move through Key Stage 1, they learn to design and make a vehicle that moves. They build with construction kits, make puppets with moving arms and legs, design and make greetings cards and design signs for the playground. Pupils make simple mechanisms, learn to follow instructions and build three-dimensional models from two-dimensional designs. They use textiles as with their design of Joseph's coat of many colours and improve their skills of pattern making in connection with the coat. Pupils develop their skills through a range of experiences that include making a fruit salad and other work on fruit and

vegetables. They display their work through graphs and charts and make use of their skills in mathematics and science.

130. Pupils' response to design and technology is satisfactory. They are interested and enthusiastic about their work. Pupils talk about what they make and describe how they make their designs and models. However, although the majority discuss their experiences with construction kits, few have knowledge about working with other materials such as wood or other methods of joining materials. Pupils generally work co-operatively and share materials when using construction kits, for example. In the most effective lessons pupils are keen to discuss their work with each other and to help others with their own ideas.
131. It was only possible to see a few lessons in design and technology. However, discussions with pupils and teachers about their work, and observations of teachers' documentation and pupils' work, show that the quality of teaching is satisfactory overall. Clear methods of assessment and monitoring of pupils' progress have not been developed.

## **Geography**

132. Pupils make satisfactory progress in geography in the key stage. By the time they leave the school, the quality of their geographical work is in line with that expected for pupils of this age. This quality has been maintained since the last inspection.
133. During the key stage, pupils learn how to draw plans. These develop from routes from their classrooms to assembly and physical education lessons in the hall to mapping out routes from home to school. They find their streets on local plans and maps, find towns and cities on maps of the British Isles and holiday destinations around the world on world maps. During the summer holidays, pupils keep holiday diaries that they use for further map work when they return to school. They learn to find their holiday destination on maps of the British Isles and of the world. As a significant number of pupils visit places as far afield as Canada, United States, Australia and European countries, the use of a world map and globes supports the development of their wider knowledge and understanding well. Pupils also develop an understanding of the main features of maps of the British Isles. They use the school grounds, the areas near to the school, regular local trips to the church, park, library, abbey ruins, woods and fossil beds to extend their knowledge and understanding of their local community. Pupils also study the local weather and keep charts of these studies.
134. Pupils' response to geography is satisfactory overall. In discussions, they listen carefully and concentrate effectively. Most follow instructions sensibly and ask relevant questions about their work. In the few lessons seen, pupils work sensibly together, speak appropriately and share materials in a reasonable way.
135. It was not possible to observe a wide enough sample of teaching of geography to judge the quality of teaching in the classrooms. However, from discussions with the subject co-ordinator, who is a trained geographer, scrutiny of the policy, scheme of work, planning documents, monitoring strategies, geography portfolio and displays of geography work around the school, the quality of teaching is judged to be satisfactory. The school has purchased aerial maps, satellite maps, globes and books on different countries to support its work in this subject. Resources are now satisfactory.

## **History**

136. Pupils of all abilities make satisfactory progress in history. By the time they leave the school, the quality of their knowledge and skills development is at a level expected for pupils of this age. This quality has been maintained since the last inspection.
137. In Year 1, pupils study and compare the features of past and present homes and discuss the differences between these. They make knowledgeable comments about how things have changed over the years as, for instance, about the lack of electricity in Victorian houses and the existence of servants. They gain hands-on

experiences through the use of artefacts from another age such as carpet beaters, for example. Pupils make sensible suggestions about how these may have been used in the past. They develop an appropriate sense of the passing of time. Year 1 pupils know that Queen Victoria lived about one hundred years ago. They develop a sound understanding of what is fact and what is fiction. They learn about well-known historical characters, such as Grace Darling and Florence Nightingale. Pupils use pictures and writing appropriately to illustrate and record their work.

138. Pupils enjoyment of history lessons is sound and they are eager to contribute to discussions. Sometimes they are too enthusiastic and call out without being asked. However, when the pace of lessons is too slow, as in a Year 1 class, the majority became bored and their close attention is lost. They are enthusiastic about their visits to the Transport Museum and Bethnal Green Museum of Childhood.
139. Although it was not possible to see history taught in Year 2, observations of history teaching in Year 1, discussions with pupils and teachers about their work and observations of teachers' documentation show that the quality of teaching is variable, but satisfactory overall. Where lessons are successful, as in a Year 1 class, teachers have an informed understanding of the subject and organise interesting discussions with pupils that draw out thoughtful responses from them. Where the teaching is unsatisfactory, pupils sit for too long on the carpet where they fidget, talk and lose interest.
140. Teachers alternate the teaching of history with geography and strong links are forged between the two subjects. They ensure that there are close cross-curricular links with other subjects such as art and literacy. Teachers make effective use of follow up work to places of interest and this enriches the quality of pupils' learning of this subject.

## **Music**

141. Pupils make good progress in music in the key stage. By the time they leave the school, the quality of their singing, playing, composing and listening is above the level expected of pupils of this age. This quality has now reached a level above that achieved at the last inspection.
142. By the end of the key stage, pupils are confident with their singing of a range of songs in well controlled and tuneful voices. They are aware of dynamics and respond well to the directions of the conductor, who may be a teacher or another pupil. They learn about the music of different countries that includes the rhythm and beat of African drums. This development is supported by visual displays of drums in the hall. Pupils develop the ability to record their compositions in graphic and picture scores. These show the high standard of performance and progress that they make as they progress through the school. Pupils of all abilities make good progress in music. They increase their self-confidence through performances to parents. Sometimes this progress is supported by parent contributions to musical performances.
143. Pupils' response to music is good overall. They enjoy music as is evident from the enthusiasm for singing and repeating actions to songs. They have a good relationship with their teachers in music in most classes. Pupils respond positively to each other and to visits from musicians who come to school to share their expertise and enjoyment of music.
144. The quality of teaching is good overall and sometimes it is very good as in a Year 1 class, for example, ere high expectations and good pace ensure that pupils enjoy their lesson and make good progress. Where teaching is unsatisfactory, as in a Year 2 class, the lesson started late, was poorly planned and developed and, as a result, proved boring to pupils. This led to unsatisfactory progress. Teachers receive positive support from both a visiting pianist. and the music co-ordinator. Both enhance the quality of music teaching in the school. When the headteacher takes singing practice, she leads by good example. Pupils are expected to maintain good poise, clarity and diction, that results in good pitch with a joyful and warm tone to their voices.
145. The music co-ordinator is a strength of the school. She is developing a policy, scheme of work and

associated portfolio of pupils' work in music, covering all abilities. This includes photograph, video and sound taped evidence and is of an excellent quality. She is keen to support and advise staff in planning and delivering music lessons.

### **Physical education**

146. Most pupils make satisfactory progress in physical education. By the time they leave the school, the standard of their physical skills is at a level expected for pupils of this age. This standard has been maintained since the last inspection. However, some pupils with special educational needs do not make appropriate progress because their individual educational plans do not identify clearly areas for growth, targets to be achieved and times for regular evaluation and review of progress made.
147. In Year 1 pupils begin to link actions together as they react to simple colour coded instructions. They are clear about the differences between types of movement like skipping and jumping and copy the actions of others well. They begin to develop the concept of simple sequences in their mat and low level apparatus work. They develop different ways of travelling with their hands and feet. In Year 2, pupils understand the importance of warming up before starting a strenuous activity. They give sensible reasons for changes in the rate of their heart beats. They make satisfactory progress in developing their climbing, pushing and pulling skills on large apparatus like wall bars. Pupils talk about their skills and demonstrate how these may be improved. They make simple judgements about the work of others. Pupils move in time to music in dance lessons, learn to jump and turn effectively. They increase their ability to control their movements accurately as they move through the school. However, pupils have limited experience of learning to play team games.
148. Pupils' response to physical education is satisfactory. Younger pupils enjoy their lessons and develop good relationships with each other. They perform skills safely and jump and run without crashing into each other. Older pupils work well as a team on apparatus and wait to take their turn in an ordered way. Most pupils respond to instructions in a reasonable manner and, in some classes, their response is immediate as in Year 1 class for example. Pupils are aware of the need to treat equipment with care and to move and carry it safely.
149. The quality of teaching of physical education is satisfactory overall. Teachers have a suitable knowledge and understanding of the subject and apply this appropriately during lessons. When teachers expect pupils to listen carefully, respond quickly and work hard throughout the lessons, the pace of lessons is fast and pupils' enjoyment of lessons is enhanced.
150. Teachers' planning for physical education is variable. Where it is good, as in a Year 1 class, teachers are clear about what pupils are expected to learn by the end of the lesson. Most teachers organise lessons well to ensure that they run smoothly. However, when teachers allow pupils to talk during direct instructions, as in a Year 2 class, pupils miss the point of the lesson and make less progress as a result. When teachers make effective use of pupils to demonstrate good practice, the quality of pupils' concentration is good.
151. Teachers maintain good relationships with pupils in physical education. Where control and expectation of pupils' responses is efficient, the pace of lessons is fast and effective in improving pupils' physical skills. Teachers do not have any clear methods in place for assessing pupils' achievement in an ordered and progressive way.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

152. A team of five inspectors carried out the inspection. The lay inspector spent three days in the school collecting evidence. The remainder of the team spent four days each. During the inspection, they met twice daily to review the evidence, discuss the progress of the inspection and to reach decisions as the week progressed. The registered inspector met with the headteacher each morning to update her on the progress of the inspection.

The team:

- Spent 57 hours observing 92 lessons or parts of lessons, 8 registrations, as well as interviewing pupils.
- Observed all teachers on a number of occasions.
- Observed all subjects of the National Curriculum and religious education or interviewed pupils in these subjects although lesson observations in information technology, design and technology, geography, art and religious education were limited.
- Held discussions with the headteacher, all members of the teaching staff, some members of the non-teaching staff, the Chair of Governors and other members of the governing body.
- Scrutinised all the written work from a representative sample of pupils covering the full ability range from each year group. Work was also examined during lesson observations.
- Heard 33 pupils reading and held informal discussions with many pupils, both in lessons and around the school.
- Analysed the documentation provided by the school both before and during the inspection. This included the school's mission statement and aims, the school development plan, the prospectus, an analysis of the school budget, a range of policy documents, teachers' plans, records kept on pupils and attendance registers.
- Held a meeting attended by 19 parents to hear their views on the life and work of the school and analysed 76 responses to a questionnaire about their opinions of the school which were distributed by the school.

## 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 – Y2	351	4	69	33
Nursery Unit/School	52	0	8	0

### Teachers and classes

#### Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent)	16
Number of pupils per qualified teacher	21.94

#### Education support staff (YR- Y2)

Total number of education support staff	8
Total aggregate hours worked each week	80

#### Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	2
Number of pupils per qualified teacher	26

#### Education support staff (Nursery school, classes or unit)

Total number of education support staff	2
Total aggregate hours worked each week	72
Average class size:	29.2

## Financial data

Financial year:	1999
	£
Total Income	533430
Total Expenditure	531757
Expenditure per pupil	1515
Balance brought forward from previous year	27592
Balance carried forward to next year	29266

## PARENTAL SURVEY

Number of questionnaires sent out:

351

Number of questionnaires returned:

76

### 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	32	51	7	8	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	25	66	3	7	0
The school handles complaints from parents well	9	43	30	9	1
The school gives me a clear understanding of what is taught	20	59	12	8	1
The school keeps me well informed about my child(ren)'s progress	12	61	17	5	3
The school enables my child(ren) to achieve a good standard of work	24	62	8	3	0
The school encourages children to get involved in more than just their daily lessons	16	46	25	7	3
I am satisfied with the work that my child(ren) is/are expected to do at home	18	61	13	5	1
The school's values and attitudes have a positive effect on my child(ren)	36	50	13	0	0
The school achieves high standards of good behaviour	28	61	11	0	0
My child(ren) like(s) school	46	47	5	1	0

### Other issues raised by parents

- Inconsistency in applying rules regarding earrings during physical education lessons.
- Parents are discouraged from attending school events with younger siblings.

The inspection team did not consider that these issues needed to be developed further.