

INSPECTION REPORT

ST JOSEPH'S RC PRIMARY SCHOOL

Crayford

LEA area: Bexley

Unique reference number: 101457

Headteacher: Miss P Reen

Reporting inspector: Brian Gosling
22453

Dates of inspection: 12-15 February 2001

Inspection number: 181613

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Old Road
Crayford
Kent

Postcode: DA1 4DZ

Telephone number: 01322 524 162

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Appropriate authority: Governing body

Name of chair of governors: Dr T A Lee

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Brian Gosling Registered inspector	22453	Mathematics Information and communication technology History English as an additional language Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught?
Carolyn Webb Lay inspector	9614		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Chris Cheong Team inspector	12997	Science Design and technology Physical education Foundation Stage Special educational needs	How good are the curricular and other opportunities offered to pupils?
Keith Sanderson Team inspector	3942	English Art and design Geography Music	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's RC Primary School is about the same size as most primary schools. There are 186 pupils, 92 boys and 94 girls. A few pupils come from ethnic minority groups and one pupil has English as an additional language. The percentage of pupils with special educational needs is below the average, although the percentage of pupils with Statements of Special Educational Need is about average. The proportion of pupils who are eligible for free school meals is below the average. When children first enter the school, records show that their attainment is close to the county average. Almost all pupils transfer to local Catholic secondary schools at age 11.

The school has seen many changes recently. Seven of the ten teachers on the staff have arrived since the last inspection, and six of the teachers, including the headteacher, have joined the school in the last two academic years. The new headteacher, in partnership with the governing body, has initiated substantial changes in the school.

HOW GOOD THE SCHOOL IS

St Joseph's is a very effective school. Pupils enter the school with average attainment. Through the very good leadership and management of the school that are focused on raising standards, and the good quality of the teaching, pupils attain standards above the national average by the time they leave the school. The school spends less per pupil than most schools in London boroughs and, consequently, the school gives good value for money.

What the school does well

- Standards have improved significantly since the last inspection, particularly in English, mathematics and science, and pupils' attainment is above average when they leave the school.
- Pupils are enthusiastic about school and they enjoy good relationships with other pupils and adults.
- The overall quality of teaching is good.
- The provision for pupils with special educational needs is good and these pupils make good progress.
- The headteacher provides effective leadership with a clear direction for school development and she is well supported by the governing body.
- The role of the curriculum managers for English, mathematics, science and information and communication technology has been developed effectively.
- Very careful and effective financial planning has provided funds to create an attractive and stimulating learning environment for all pupils.

What could be improved

- There is no separate, secure play area for the children in the Foundation Stage and some tasks are not planned well enough.
- The role of curriculum managers in the non-core subjects has not been developed as effectively as for the core subjects of English, mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the last inspection, in June 1996, standards of pupils' attainment, the quality of teaching, the curriculum provided and management of the curriculum all needed improvement.

The school has made a significant improvement since the last inspection in almost all aspects of its work. There has been an improvement in standards in the core subjects of English, mathematics and science in the last two years and also in information and communication technology, art and design, design and technology and physical education. Teaching has improved considerably and the national initiatives for literacy and numeracy have been implemented well. Curricular provision now ensures that all aspects of every subject are now covered fully following the introduction of improved schemes of work. The school's links with parents have improved and are now satisfactory. The school has achieved remarkable improvements to the accommodation as a learning environment since the last inspection.

Most significantly, the leadership and management of the school at all levels have improved, which has led to all other improvements. The governing body is better organised to carry out its duties and the headteacher provides a clear direction for school improvement, supported well by the deputy headteacher. The management of the core subjects of English, mathematics and science as well as information and communication technology is now much more effective and curriculum managers have had a significant effect on the provision in their subjects and the subsequent rise in standards.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	B	B	A	well above average A above average B average C below average D well below average E
mathematics	D	C	B	A	
science	D	C	B	B	

Standards have improved significantly in recent years and, as can be seen from the table above, they are now above the national average in all three core subjects of English, mathematics and science. When compared to those in similar schools, standards are well above the average in English and mathematics. Standards at the end of Key Stage 1 are also good in English, mathematics and science. The school's records show that the pupils in Year 6 who took the national tests in 2000 had made very good progress. Almost all pupils made the nationally expected progress whilst one third of these pupils had made significantly more than the progress expected nationally in Key Stage 2.

Standards in both key stages have improved since the last inspection not only in English, mathematics and science but also in information and communication technology, art and design, design and technology and physical education, which are now satisfactory.

Standards remain satisfactory in all other subjects. These improvements are due to the effective leadership of the new headteacher and the curriculum managers that has led to the improved quality of teaching, which is now good.

Since the last inspection and until 1999 there had been little improvement in pupils' attainment in both key stages and standards actually fell in mathematics. However, since 1999, there has been a dramatic improvement in standards, particularly in mathematics, which was well below average in Key Stage 1 and below average in Key Stage 2 in 1998. The school has set suitably challenging targets to maintain this improvement that have already been met and, consequently, pupils' achievements are high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to come to school and enthusiastic about lessons.
Behaviour, in and out of classrooms	Good. Both in lessons and around the school the majority of pupils behave well and continue to do so even when unsupervised.
Personal development and relationships	Good. Pupils enjoy good relationships with each other and with adults. They develop mature attitudes and show genuine concern for each other.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

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

The quality of teaching is good overall. There was no unsatisfactory teaching; 58 per cent of lessons seen were good or better and 21 per cent were very good. There was little difference in the amount of good teaching in Key Stage 1 and Key Stage 2 and, in the Foundation Stage, 29 per cent of the lessons seen were good or very good.

English and mathematics are taught well, resulting in the much improved national test results, and the skills of literacy and numeracy are taught effectively.

Teachers identify clearly the learning intentions for the lesson, which they share with pupils, who write them into their books. Different tasks are set in lessons that are carefully matched to the learning needs of different pupils, and teachers use marking expertly to motivate pupils and help them to improve their knowledge, skills and understanding. Consequently, pupils show interest and enthusiasm in lessons and they sustain concentration well in completing their tasks.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school has improved its provision since the last inspection to ensure that all aspects of every subject are covered fully.
Provision for pupils with special educational needs	Good. The school identifies these pupils early and they make good progress throughout the school.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good. The school makes very good provision for spiritual, moral and social development, whilst the provision for cultural development is good. The Christian ethos underpins life at the school and older pupils willingly care for the younger pupils.
How well the school cares for its pupils	Good. Teachers know the pupils well and the school provides good support and guidance for pupils.

The school's partnership with parents has improved since the last inspection and is now satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has provided strong and effective leadership since her appointment. She has developed the role of curriculum managers in the core subjects of English, mathematics and science, who have been instrumental in raising standards.
How well the governors fulfil their responsibilities	Good. The governing body works well with the senior management to secure school improvement for all the pupils.
The school's evaluation of its performance	Good. Standards, the quality of teaching and learning opportunities are monitored and the school has successfully improved each of these in recent years.
The strategic use of resources	Very good. A deficit budget has been removed and funds have been secured and spent wisely to improve radically the learning experiences of pupils at the school. The principles of best value are applied well.

The staffing and resources in the school are satisfactory. The accommodation has been improved in the last two years from an unsatisfactory condition to the current very good state through careful and committed leadership.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The progress their children make.• Behaviour in the school is good.• The good quality of the teaching.• The high achievement of the pupils.• The leadership and management of the school.• Their children become mature and responsible.	<ul style="list-style-type: none">• The information they receive about their children's progress.• The links with parents.• The range of activities outside lessons.

Inspectors agree with parents' positive views. The range of activities outside of lessons has increased and is similar to those provided in most primary schools, although they are mainly for the older pupils. The links with parents and the information they receive have both been improved since the last inspection and they are now satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children first arrive at the school, their attainment is broadly in line with the county average. They make satisfactory progress and, by the end of the Foundation Stage when they enter Key Stage 1, virtually all achieve the Early Learning Goals¹ for children of this age in most areas of development, although writing is below average. The children's personal, social and emotional development is well provided for by the class teacher and they make good progress in this area. This establishes positive attitudes to school and their own learning.
2. Standards are high and have improved significantly since the last inspection. Pupils' attainment² in the national tests at the end of Key Stage 1 in 2000 was well above the national average in reading, above the average in mathematics and close to the average in writing and science. At the end of Key Stage 2, pupils' attainment was above the national average in English, mathematics and science.
3. Compared to that in similar schools, pupils' attainment at the end of Key Stage 1 was also well above the average in reading, above the average in mathematics and close to the average in writing and science. At the end of Key Stage 2, pupils' attainment compared more favourably to that in similar schools, being above the average in science and well above the average in both English and mathematics.
4. These good results in Key Stage 1 are due, in mathematics, to the percentage of pupils who attained the expected Level 2³ or better, which was above the national average. In reading, the percentage of pupils who attained the higher than expected Level 3 was above the national average. The position is reversed in Key Stage 2, where it is in mathematics that an above average proportion of pupils attained the higher Level 5. This does not present a clear picture of where the school's strengths

¹ On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of Early Learning Goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development, and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1, when they begin Key Stage 1 of the National Curriculum.

² On pupils' attainment: An average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stages 1 and 2, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

³ On Levels: The National Curriculum has been written on the basis that pupils, by the end of Key Stage 1, are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

lie in its high attainment. This is because the school has recently begun to tackle its low standards, and improvement, although 'across the board', is not uniform in all areas.

5. The trend in attainment clarifies this picture of recent improvement. Standards have risen in the period since the last inspection broadly in line with the national trend. However, between 1996 and 1998 the school trend was below the national trend, and results actually fell in mathematics. It has been since 1999 that results have improved greatly and the trend is rising well above the national trend. There have been dramatic improvements in mathematics, especially, for standards in 1998 were well below the national average at the end of Key Stage 1 and below the average at the end of Key Stage 2. In just two years standards in mathematics have improved to be above the national average at the end of both key stages.
6. This improvement in standards is because the new headteacher, who was appointed in January 1999, has radically developed the role of curriculum managers in the core subjects of English, mathematics and science and they now lead their subjects effectively. Improved classroom practices have been implemented, with four classroom teachers joining the school in the last two years, and the whole school environment has been redecorated and refurbished, with the consequence that a positive and stimulating environment for teaching and learning has been created.
7. The school has analysed the results of the national tests to identify any groups of pupils whose performance varies from the norm. There is some variation in the attainment of boys and girls, but this is not consistent and, overall, there is no significant difference. The school had set what appeared to be challenging targets for pupils' attainment. However, the good improvement has led to last year's targets being met and even this year's targets being exceeded in the year 2000 national tests. The school should be congratulated and now needs to reconsider these targets in the light of current achievement. Gifted and talented pupils are identified and, along with other pupils in the borough, they are invited to a 'masterclass' that is held at St Joseph's and other local primary schools under the guidance and tutelage of the local education authority.
8. Standards in literacy are good across the school. Pupils in Key Stage 1 read accurately and confidently with a sound understanding of phonics and an awareness of punctuation. Throughout Key Stage 2, pupils read more demanding literature with confidence and enjoyment and they develop good skills in finding information in non-fiction books. Standards in writing are not as high but satisfactory nevertheless. Younger pupils write for a range of purposes, such as news and poetry writing. Older pupils in Key Stage 2 include dialogue in their stories and redraft and edit their work. They generally spell words correctly and use punctuation effectively. Almost all pupils write in a fluent joined style.
9. Standards in numeracy are good in both key stages. Pupils develop a secure grasp of the number system. They understand that addition/subtraction and multiplication/division are inverse operations and they use this knowledge routinely to check their answers. By the time that they leave the school, pupils work confidently with negative numbers, percentages, and triangular and square numbers, and they reduce fractions to the lowest common denominator. Their good understanding of the number system allows pupils to work out computations effectively but many do not have the quick mental recall of multiplication facts that would benefit their work in mathematics.

10. Standards in science are good in both key stages. Pupils learn how to design a fair test and plan investigations. They record their findings well and refine their explanations of why things happen. Pupils improve their skills of predicting and observing, and good opportunities are provided to encourage pupils to learn through experimentation. For example, pupils learn enjoyably about wind resistance though testing different-sized parachutes. However, there are insufficient opportunities for pupils to develop their own skills in devising experiments.
11. Standards are satisfactory in all other subjects, although it was not possible to make a secure judgement on all aspects of physical education. This represents an improvement in information and communication technology, art and design, design and technology, and physical education, which were all unsatisfactory at the time of the last inspection. Standards continue to be satisfactory in geography, history and music.
12. Pupils' achievements are good and virtually all pupils, including those with special educational needs and those with English as an additional language, make good progress in English, mathematics and science. There are higher expectations of pupils and they respond well to this challenge as is demonstrated by the school's rapidly improving test results. Pupils in Year 2 have made good progress since starting school and the school's records show that the oldest pupils who took the national tests in 2000 also made good progress since Year 2, when they achieved comparatively lower results. In all the other, non-core subjects, achievement is satisfactory throughout the school, which is a substantial improvement since the last inspection.

Pupils' attitudes, values and personal development

13. Pupils' attitudes are good. The school has continued to promote the positive attitudes and values noted at the time of the last inspection, and parents are pleased with their children's good attitudes. Pupils are eager to come to school and the majority of pupils arrive on or before time. Their attendance is satisfactory, and the higher than average authorised absence is due to illness and parents taking their children on holiday during term. There have been no exclusions.
14. Children in the Foundation Stage enjoy a happy start to their schooling, most having been to the nursery and attended parties at school as part of their introduction. They love their number songs and sing them with gusto. A good work ethic is being established.
15. Pupils are enthusiastic about their lessons and interested in the activities. For example, the youngest pupils expressed disappointment when they heard they would not have another music lesson for two weeks because of half term. Pupils work well together and co-operate well. In a Year 6 history lesson, the scrutiny of census forms caused lively discussion, with pupils eager to see how Crayford has changed over the years.
16. Behaviour at school is good overall. Pupils know what is expected of them and the majority follow the rules. They value the house points awarded. Sanctions are perceived as fair, although pupils do not wish to incur them. A minority of pupils, mainly boys in one class at the upper end of the school, cause some disruption at times during lessons through silly and immature behaviour, but the teacher manages them well and little actual teaching time is lost. Other pupils are tolerant of this behaviour and try to get on with their work. In the dining hall, around the school and

outside in the playgrounds, where some exuberant play is enjoyed, behaviour is good. Pupils show genuine concern when someone is hurt or upset.

17. Pupils' personal development is good. They quickly understand right from wrong when they start school and establish good social skills. Through assemblies and religious education the school's strong catholic foundation is celebrated and as a result of the 'Here I Am' scheme and well planned circle time⁴ sessions pupils are made aware of how their actions impact on others and of the problems that exist outside school. Pupils carry out their responsibilities sensibly and conscientiously, volunteering their help to teachers and to visitors. Even the youngest carry the registers back to the office with pride. Year 6 monitors' duties vary from tidying the library and checking cloakrooms to helping at wet playtimes, all of which they carry out cheerfully and sensibly. When given opportunities to work independently, such as in Year 4 when using the programmable toy in the corridor without supervision, they persevere with the task. However, there are insufficient opportunities for pupils to show initiative. Nevertheless, they develop mature attitudes as they progress through the school and, as a result of good liaison with secondary schools, they are well prepared for the time when they transfer to these schools.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good overall. There was no unsatisfactory teaching; 58 per cent of lessons seen were good or better and 21 per cent were very good. There was little difference between the good quality of teaching in Key Stage 1 and Key Stage 2 and, in the Foundation Stage, 29 per cent of the lessons seen were good or very good. This is a significant improvement since the last inspection, when one lesson in six was unsatisfactory. This has been achieved through the committed introduction of the national strategies for literacy and numeracy, demonstration lessons, observations of lessons with guidance for improvement and carefully planned professional development courses. There has also been a significant change in teaching staff since the last inspection. Four teachers have joined the staff in the last two years and a further two, including the headteacher, arrived the year before that.
19. In the Foundation Stage, the teacher maintains a brisk pace and uses interesting activities to keep children's interest. Her calm, cheerful manner encourages children. This area of children's learning is being developed in the school following its introduction in September 2000 and the teacher is new to this age group. In this context, the school has done well, but it is intent on improving the provision and teaching. Currently, planning does not always give sufficient support to the nursery nurse and there is not enough challenge for the more able children in some activities, such as writing.
20. Teachers' knowledge and understanding of the subjects of the National Curriculum are at least satisfactory. The lack of subject knowledge in information and communication technology and design and technology noted in the last report is no longer a weakness. This allows basic skills to be taught well. Literacy and numeracy are taught effectively and teachers make sure that specific language is used correctly in different subjects. This language is noted in the planning for lessons, which is generally good. Clear learning objectives are planned and are shared explicitly with pupils, by being written on the board, being emphasised by the teacher in the

⁴ On 'circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

introduction to the lesson and, in some lessons including mathematics, being written by pupils as the title for their work. This helps pupils to be clear about what they are learning and why.

21. Since her arrival, the headteacher has used an analysis of test and other information to arrange the most suitable ability groups in English and mathematics. This allows teachers to set suitably challenging work that meets the needs of all pupils, including those with special educational needs. They have high expectations of pupils' work and behaviour, and use questioning techniques well to extend pupils' knowledge and deepen their understanding. Teachers maintain good relationships and this results in good management of pupils and good behaviour.
22. Lessons are prepared well and careful consideration is given to the resources needed in the lesson. For example, in one lesson in the computer suite the teacher had earlier prepared files for pupils to work with and installed them onto the computers. This allowed the lesson to run smoothly with easy changes from one activity to another. Lessons often maintain a brisk pace that promotes pupils' interest and enthusiasm. However, many lessons start with long introductions that challenge pupils and some are beginning to lose interest before the activities begin.
23. The school has produced a teaching and learning policy that establishes the principles of best practice, but there is little guidance in the policy on how this best practice is to be achieved. Where there are agreed school practices, such as for marking and homework, there is a greater consistency of good practice throughout the school. Teachers' marking of pupils' work is very helpful in showing them how well they have done and what they can do to improve. This provides assessment information for teachers to plan following activities. There is, however, no school procedure for day-to-day assessment and consequently the quality of teachers' assessment is variable.
24. Pupils' learning is good and is a direct result of the good teaching. This ensures that pupils increase their knowledge, skills and understanding through tasks matched to their abilities. Pupils are interested and, except in some lessons that lack a brisk pace, they maintain this enthusiasm and maintain good concentration on their tasks. Teachers' clear use of the learning objectives for each lesson and the motivation pupils receive in comments teachers write in their books help pupils understand what they are doing and how they can improve.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

25. The curriculum is broad and balanced and meets the requirements of the National Curriculum. It provides a good focus on the basic skills of literacy and numeracy. It also provides some good opportunities for the development of literacy and numeracy in other subjects. For example, pupils collect, display and interpret data, and practise note writing, in science and geography. All pupils, including those with special educational needs and those with English as an additional language, have equal access to the curriculum.
26. At the time of the last inspection insufficient time was given to some subjects, resulting in sparse coverage, especially in design and technology, information and communication technology and art and design. The evidence from this inspection shows that this is no longer the case. All subjects are given appropriate time and all

aspects of the subjects are covered. In the last inspection, some imbalance was found between different elements of subjects, such as speaking and listening and the development of investigative skills in science and mathematics. A better balance is now achieved in the various subjects. At the time of the last inspection it was judged that in order to improve learning in design and technology, information and communication technology, art and design and physical education, the school needed to use the National Curriculum Programmes of Study more fully. This is now provided following the implementation of improved schemes of work.

27. The school makes satisfactory provision for the development of pupils' personal, social and health education through the daily life and routines of the school. Pupils learn about healthy life styles, with good references to exercise and healthy hearts in physical education. Science lessons also provide sex education and sensible messages about the misuse of drugs.
28. The school is successful in ensuring equal opportunities for all pupils. Pupils, including those with special educational needs and those with English as an additional language, have full and equal access to all aspects of the curriculum. The special educational needs Code of Practice⁵ is implemented fully and pupils make good progress throughout the school. There is good provision for pupils with special educational needs, with effective procedures in place for the early identification and assessment of these pupils. Good support is provided both directly by teaching and support staff and by carefully adapted materials and tasks. The provision for pupils learning English as an additional language is satisfactory.
29. The curriculum for children in the Foundation Stage provides a sound range of experiences across all the areas of learning recommended for this age group. However, tasks do not always provide sufficient challenge for children who have the potential to learn more quickly.
30. The school provides a range of extra-curricular activities similar to that found in other schools nationally. These include football and netball, where pupils take part in some local competitions, and computer, mathematics, choir, science and craft clubs, and a magazine club that makes good use of the computer suite. However, most of these clubs are provided for the older pupils. The school provides opportunities for pupils to take part in a variety of educational visits that enrich the curriculum, such as a visit to Pizza Express to watch pizzas being made. Other visits are made to Hever Castle and Lullingstone Roman Villa. Pupils in Year 6 take part in an annual residential activity week on the Isle of Wight.
31. Community links are sound overall. The school has established good relationships with other institutions. It has strong links with the local church and it has established effective links with nearby secondary and special schools as well as the local playgroup.
32. Provision for pupils' spiritual development is very good. The school's Christian ethos underpins life at school, with prayer and thanksgiving at the beginning and end of each day. Through assemblies, 'circle time' and religious education pupils develop an

⁵ On SEN Code Of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

understanding of spirituality. In music, they express delight as they move to different rhythms and 'feel' the change in tempo and mood. Termly masses are celebrated in church and the priest is a regular visitor to the school.

33. Moral and social development is promoted well and the provision is very good. Pupils understand clearly the difference between right and wrong. Each class has its behaviour rules that the pupils have negotiated with the teacher. They are very polite and friendly and they support each other, older pupils willingly caring for younger pupils when they need attention. The 'Here I Am' programme is being introduced and visits from the priest and school nurse enhance their development.
34. Provision for pupils' cultural development is good. They learn about music and art from different countries, and are aware of religions other than Christianity, understanding that each religion has its special book. The Chinese 'take-away' in the Foundation Stage is popular, with signs in Chinese as well as English. Year 5 pupils answer in Japanese when their register is called. Visits are made to Hever Castle, Dartford museum and other places of interest, ensuring that pupils know something of their own culture. They are interested in the traditions of other countries, and are developing a good understanding of Britain as a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has good procedures for child protection and for ensuring pupils' welfare. A strong Christian ethos underpins the help and guidance provided for pupils, and relationships amongst the whole school community are very good. Risk assessments take place regularly and the caretaker works diligently to ensure that the accommodation is maintained in good order. For example, during the inspection he ensured that rainwater was cleared off the flat roofs. First aiders are on site at all times and the practice of first aid is good.
36. Procedures for monitoring and improving attendance are satisfactory. Registers are monitored weekly by the secretary and reviewed fortnightly by the educational welfare officer. Holidays in term time require approval, and telephone calls are made when a pupil's absence causes concern.
37. The school has good procedures for promoting and monitoring behaviour. All members of staff implement the behaviour policy consistently and pupils know what is expected of them and what to expect if they transgress. Sanctions are perceived as fair, although pupils do not wish to incur them.
38. The school has sound arrangements for assessing pupils' attainment and progress, which were found to be weak at the time of the last inspection. Assessment information is analysed soundly and is used to identify areas for development in raising standards. In addition to statutory assessments, the school uses national test materials at other times. It makes assessments regularly and keeps appropriate records of pupils' attainment and progress in the core subjects of English, mathematics and science. The information is used appropriately to set overall targets and to identify pupils who are experiencing difficulties. The school is developing portfolios of pupils' work so that progress can be monitored regularly and more easily.
39. There are effective assessment procedures in place to identify pupils with special educational needs and the school complies fully with the special educational needs Code of Practice. These are well understood by staff. Pupils are identified early, and class teachers and the special educational needs co-ordinator draw up appropriate

individual education plans and inform parents termly. Contact with and use of outside agencies remains good.

40. Teaching staff know their pupils well and, consequently, the provision for pupils' personal development is good, but the school does not keep formal records to monitor this. Pupils are expected to carry out tasks allocated to them well and conscientiously. In circle time sessions they 'act out' different scenarios. One session on bullying in Year 4 was well managed and followed by a serious discussion on how best to deal with bullying. Assemblies and morning prayers remind pupils of how, for instance, friends behave and to be thankful for the good things around them. The school nurse assists with sex education lessons, and Year 6 pupils enjoy a 'Junior Citizen' day. Visitors to the school include representatives from the fire service. The annual residential visit enhances pupils' self-esteem and boosts their confidence.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school partnership with parents is satisfactory and has improved since the last inspection. The headteacher has introduced many changes since the last report was written and, following difficulties with a minority of parents, has created a more formal structure for appointments. The headteacher greets pupils each morning when she is available to parents. The majority of parents now feel welcome to come into school, although a few are daunted by the more formal procedures that have been introduced. The school and parents are now developing a positive and productive relationship. Although there is no parent association, the headteacher organises fund-raising events and receives good support and help from parents. These are well attended and raise money for identified projects, such as the library furniture and staging for school productions. Parents value the improvements made to the accommodation.
42. The information that parents receive from the school has improved and is now satisfactory. The prospectus and governors' annual report contain sufficient information to meet statutory requirements, but they are written in a very formal style and this does not help to make them easily accessible to parents. Regular, fortnightly newsletters and others written when necessary give good notice of events and of what is happening at school. Consultation meetings are held three times each year and are well attended. Annual reports give good information to parents about what their children have done during the year, but some targets are not sufficiently clear. Parents value these annual reports on their children's progress, but they are not invited to comment. School productions are very popular with parents and parishioners, and the school provides computer workshops for parents.
43. Parents are supportive of the school's aims and ambitions for their children. The majority of parents have returned the home/school agreement. Parents help their children with work at home and they are assisted in this by the useful comments made in the home contact book, which goes home daily and is a very effective means of communication for teachers and parents. Some parents help in the school regularly. Parental help and support are valued and have a positive impact on children's academic achievements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership and management of the school are very good.
45. The headteacher, who was appointed in January 1999, provides very good and strong leadership with a clear educational direction for school development. She is a very effective manager of the school, has a clear understanding of the school's needs and is aware of what has to be addressed in order for standards to improve further. The headteacher has established a clear partnership with the governors, and an agreed set of aims and values form the basis for a clear vision for the school based securely upon its strong Catholic foundation. She is well supported by the deputy headteacher, who takes an appropriate role in the management of school; for example, managing and overseeing initiatives to help the professional development of all the staff. He is a loyal confidant of both headteacher and staff, and displays good inter-personal skills.
46. At the last inspection in 1996, the management of the curriculum required improvement. The management of the core subjects of English, mathematics and science, as well as information and communication technology, is now very effective. The curriculum managers have had further training and now have greater responsibility in leading their subjects. They have carefully audited the resources for their subjects and sought to improve them. Teaching is observed and feedback provided to colleagues. Managers monitor teachers' planning and pupils' work regularly. An analysis of test results is undertaken to identify strengths and weaknesses and managers lead training sessions for colleagues. The national initiatives for raising standards in literacy and numeracy have been implemented well and have had a positive impact on standards. The school has correctly identified the need to develop the role of non-core subject managers in a similar way.
47. Governors form an effective and committed team and have played a good part in shaping the direction of the school. They are well led by an experienced, resourceful chairperson and they have established an appropriate structure of committees to gather information and help them better understand the strengths of the school and areas for development. Governors recently took the decision to expand their numbers in order to provide a wider range of expertise to support the school in its development. The governing body works well in partnership with the headteacher, staff and the wider community, and acknowledges the significant progress that has been made in all aspects of leadership and management. The school has a good ethos and there is a strong commitment to develop it further. This has a positive impact on the pupils' learning. The governing body has overseen significant improvements in the learning environment and in channels of communication. Governors fulfil their statutory duties, although the most recent school prospectus does not contain national comparative data alongside the school's national test results. The school has recognised this oversight and plans to ensure it does not recur.
48. The school development plan is a concise document and is an effective tool for guiding school development. It is based on a realistic evaluation of what needs to be done in the school, and is modified appropriately in the light of changed circumstances. Items are prioritised, timescales are agreed and finance necessary to achieve aims is allocated. Senior managers meet each month to discuss the ongoing effectiveness of the plan and continually ask, 'Are we doing what we say we are doing?'
49. Financial planning is very good. Since the last inspection a deficit budget has been removed. Careful planning and extra funding have allowed substantial funds to be spent on improving each classroom as well as the corridors and the hall, and on the creation of a new library and computer suite. The finance committee works with the

headteacher to produce a draft budget that is agreed by the full governing body. This is closely linked to the priorities of the school development plan. The finance committee meets shortly before full governing body meetings to monitor the budget and prepare a report to governors. To support them in this task, the school provides an amended budget statement that is easy to assimilate and clearly identifies areas that may need attention. Bids are received from other committees for consideration by the finance committee in planning the school's budget. Day-to-day finances are managed effectively by the school secretary. All the recommendations of the most recent audit report have been implemented and, at the time of the inspection, the school had received another audit of its finances, although no recommendations had yet been received.

50. The school has a satisfactory number of teaching staff whose qualifications and experience broadly match the demands of the National Curriculum. There have been four new appointments during the last two school years, and the induction of new staff in to the school is effective, providing good 'mentoring' support and opportunities both for newly qualified and experienced staff. This is an improvement since the previous inspection. Also an improvement is the provision of support staff, whose numbers have increased from two to five, including the nursery nurse. They are experienced and well qualified, work well as a team with teaching staff and make a good contribution to the progress pupils achieve. The relevant training has taken place in introducing performance management, the school has developed its policy and senior managers are organising targets for staff. All teaching and support staff currently have access to a wide range of courses to further their professional development. Other members of the school's team, administrative, caretaking and cleaning staff, cook and lunchtime supervisors, make a valuable contribution to the life of the school. The site manager, although only part time, has made a significant contribution to improving the school environment, both inside and outside.
51. The school has substantially improved the teaching and learning environment in the last two years. Photographic evidence shows that classrooms were unattractive and in a poor state of decoration, teaching areas were badly organised and resources were cluttered. Through careful financial management and judicious bidding for funds, the learning environment provided for pupils has been radically improved. The old metal windows have been replaced with new, double-glazed windows throughout the school and blinds have been provided in all classrooms to protect pupils from the sun when they are working. Each classroom has been completely refurbished with tables, chairs and new teaching resources, such as whiteboards. Teaching areas and corridors are now carpeted and the school benefits from a new central heating system. A new library and computer room has been created that provides important teaching and learning opportunities. The whole school has been redecorated to a high standard and this is well maintained by the caretaker, who also provides expertise and skill in creating new display areas and shelving for resources areas. As a result of successful bidding, the administration block will be modernised in the coming year. The school now presents a stimulating environment for pupils, and corridors and walls are enlivened by examples of pupils' work.
52. The large site is bounded by secure perimeter fencing and is being redeveloped with the help of various outside agencies. Trees and shrubs have been donated and planted; the raised beds are being used to support plants requiring different weather conditions. Whilst there are separate playgrounds for infant and junior pupils, the surface of the infant playground is uneven with a line of drains sunk in the middle. There are no markings to encourage playground games in either playground and

there is no enclosed play space outside the reception class. Governors have identified these as areas for development.

53. Learning resources are satisfactory, overall. In science they are very good and well used, and this contributes to the good standards achieved. Resources are good in information and communication technology, and the recently developed computer suite provides good access to up-to-date technology. In all other curriculum areas resources are satisfactory and this overall picture is one of improvement since the previous inspection. The library is accessible and spacious, and a recent audit of books has led to unsuitable material being discarded. This has ensured that books are of a suitable quality but there is now an insufficient range of books, particularly non-fiction.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to continue to improve the school's provision and the standards attained by pupils, the governors, headteacher and staff should:
- (1) Improve the provision for children in the Foundation Stage by providing a separate, secure play area with suitable resources, such as climbing apparatus and wheeled vehicles, and plan tasks that offer suitable challenge, particularly in writing; (Paragraphs 19, 29, 52, 62-64, 66.)
 - (2) Extend the successful practices implemented for curriculum managers of the core subjects by similarly developing the role of the curriculum managers in the non-core subjects. (Paragraphs 6, 46.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	37	42	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	186
Number of full-time pupils known to be eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	7	18	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	21	21	24
Percentage of pupils at NC level 2 or above	School	84 (81)	84 (77)	96 (84)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	21	23	23
Percentage of pupils at NC level 2 or above	School	84 (77)	92 (84)	92 (77)
	National	84 (82)	88 (86)	88 (87)

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

The table above does not include boys' and girls' results, as there were fewer than ten boys who took the tests.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	18	12	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	17
	Girls	11	10	10
	Total	27	24	27
Percentage of pupils at NC level 4 or above	School	90 (72)	80 (69)	90 (79)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	18
	Girls	9	9	9
	Total	23	26	27
Percentage of pupils at NC level 4 or above	School	77 (69)	87 (66)	90 (66)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	3
White	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.1
Number of pupils per qualified teacher	26.2
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	102

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	349,488
Total expenditure	362,703
Expenditure per pupil	1,870
Balance brought forward from previous year	25,227
Balance carried forward to next year	12,012

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	199
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	5	1	0
My child is making good progress in school.	38	51	5	2	3
Behaviour in the school is good.	36	55	2	0	7
My child gets the right amount of work to do at home.	31	53	9	5	1
The teaching is good.	44	47	3	0	6
I am kept well informed about how my child is getting on.	31	37	27	3	1
I would feel comfortable about approaching the school with questions or a problem.	55	31	10	2	1
The school expects my child to work hard and achieve his or her best.	58	36	5	0	1
The school works closely with parents.	31	45	21	1	1
The school is well led and managed.	56	38	3	0	2
The school is helping my child become mature and responsible.	48	48	2	1	1
The school provides an interesting range of activities outside lessons.	16	31	35	8	9

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. The school's detailed records show that children arrive at the school with levels of attainment broadly in line with the county average. By the time they start in Year 1, the majority, including those with special educational needs, have made satisfactory progress towards achieving the Early Learning Goals. The school's provision for Foundation Stage is satisfactory overall. Standards are predominantly in line with those generally found in all areas of the curriculum for children of this age, except in writing, where standards are below those found nationally.
56. The school provides a caring and welcoming environment. Members of staff offer a satisfactory range of planned learning experiences to provide a broad, balanced and appropriate curriculum for children in the Foundation Stage. Children start school both in September and January. At the time of the inspection over a third of the children had been in school for half a term and the rest for a term and a half.

Personal, social and emotional development

57. Staff have good relationships with the children and promote this area of development well. Children respond well to an ethos that promotes good behaviour and care for one another. They are beginning to learn to co-operate well with each other, taking turns on the bikes, for example. They are developing self-confidence, demonstrated in opportunities given to them to talk in front of the whole class, for instance, about words beginning with a particular initial letter as part of a 'pass the parcel' game.
58. Children are developing positive attitudes to learning and most settle promptly to tasks chosen by both themselves and the teacher, sustaining concentration for an acceptable period for this age group. Most children show a good level of commitment to the task and take pride in their efforts. They demonstrate independence well in lessons on personal hygiene, selecting activities, materials and books to look at.
59. The quality of teaching and learning in this area is good. Children are beginning to establish effective relationships with adults and other children. These are well modelled for them by the teacher and the nursery nurse. The awareness of right and wrong is well promoted by the staff, and behaviour is generally good. Children mostly treat their own and other people's property with care and consideration, picking up toys from the floor and clearing away with enthusiasm. Perceptive use of praise and encouragement gives children a positive feeling of self-worth and pride in their achievements.

Communication, language and literacy

60. By the time children enter Key Stage 1 their skills in speaking and listening are satisfactory. They develop vocabulary relevant to their work, such as which paper is the strongest and most difficult to cut. Attainment in spoken language and communication is generally similar to that found in other schools. Listening skills are promoted effectively by the staff. Most of the children listen to each other with interest in both large and small groups. They are willing to talk and express their thoughts, which they do with increasing fluency. A good example of this is when children talk about what they think would happen next in their story about a bear who wouldn't

- share. Social occasions, such as having a drink in the middle of the morning, are used well to encourage conversation between children.
61. Elementary reading skills are established quickly in the reception class. By the time pupils enter Year 1 they have made satisfactory or better progress. Nearly all achieve the Early Learning Goals in reading, and a few achieve beyond them. The teacher uses a brisk pace and interesting activities with the whole class to keep the children's interest and help them learn to read. She uses lively methods to teach initial sounds, although a significant minority already know all the initial sounds, so this part of the session is unchallenging for them.
62. By the time pupils enter the Year 1 class the standard of writing overall is lower than that generally found, and many do not achieve the Early Learning Goals in this area. In the reception class some appropriate opportunities are given for pupils to write for a variety of purposes, such as lists of food in the 'Chinese takeaway'. Supplies of paper, pens, crayons and pencils are readily available and most children like to use them. In more structured writing times, progress is slow. Planning for this area does not support children's development clearly or cater sufficiently for the whole range of skills needed in learning to write. There is insufficient support planned for the nursery nurse and therefore opportunities are sometimes missed to develop children's knowledge and skills further.

Mathematical development

63. By the time children enter Key Stage 1, attainment in mathematics is in line with the level expected of children of this age. They learn to use mathematical language appropriately to describe amounts, positions and shapes. By the time they enter Year 1, children are able to sort objects; for instance, when packing toys away. They take part in number games and in number songs such as 'one little elephant'. They are able to count objects to ten and some count beyond ten. A few children can write numerals accurately and some are beginning to show awareness of number operations such as 'one more' or 'two more'. Opportunities for children to extend their mathematical understanding during daily routines are sometimes missed, such as counting buttons when they are putting on coats. Also, little work is given to extend those children who already know their numbers confidently.

Knowledge and understanding of the world

64. Children come to school with a basic knowledge of the world around them and they make satisfactory progress. They attain satisfactory levels of knowledge and understanding of the world by the time they enter Year 1. They learn about their immediate surroundings and talk well about their new school and what it contains. Children enjoy exploring their world, and staff provide many worthwhile activities to help them. During the inspection, children were learning about homes and buildings by discussing which object belonged in which room. They examine paper to find which was the strongest. Children discuss their homes and families confidently. They are beginning to understand the recent past well by putting together 'memory boxes' containing photographs of themselves as babies and a favourite early object. However, opportunities to introduce children to natural objects are missed.
65. Information technology is used well to raise standards in literacy, with children being introduced to the skills of using the computer effectively. In using the mouse, children make gains in their knowledge of words and movements relating to position, such as 'up', 'down' and 'across', and they use a program to help them write names.

Physical development

66. Satisfactory progress is made in the development of children's physical skills. Standards here are in line with those found nationally. Children are presented with many suitable activities to develop skills through handling appropriate objects and tools. They show a range of developing skills in manipulating pencils and crayons, and they use scissors and glue with some success. The teacher's calm, cheerful manner encourages children to join in confidently with their dance lessons and they are keen to demonstrate their skills and ideas to others. However, there is no secure, fenced play area with appropriate apparatus for these children.

Creative development

67. Children make satisfactory progress in their creative development and they achieve the expected standards by the time they leave the class. A very good range of opportunities is provided for children to develop their early music skills. For example, specialist teacher leads singing and the class teacher also uses singing well to reinforce other areas of the curriculum, such as mathematics and sounds in their language and literacy lessons. The staff provide a sound range of activities for art and craft, and children learn how to explore colour, shape and texture. Pupils' learning is reinforced by classroom displays, such as parts of a house and houses of different size.

ENGLISH

68. The results of the most recent national tests for pupils at the end of Key Stage 1 show that the standard of attainment in reading is well above the national average and the average of similar schools. The standard of attainment in writing is close to the national average and to the average for schools in a similar context. The percentage of pupils attaining the higher Level 3 was above average in reading and close to the average in writing. At the end of Key Stage 2, the results of national tests showed pupils' attainment in English to be above the national average and well above the average of similar schools. The percentage of pupils reaching the expected Level 4 in English was well above the national average although the percentage reaching the higher Level 5 was close to the national average. Similar figures were achieved in a comparison with schools in a similar context. The school's records show that pupils in Year 6 who took the national tests in 2000 had made good progress, for almost all pupils had achieved the nationally expected progress in Key Stage 2, while one third had achieved significantly more than this.
69. These results show a rising trend of improvements since the previous inspection and particularly since the 1998 results. Inspection evidence indicates that overall the standards of attainment broadly reflect the results of the year 2000 statutory tests. It indicates that improvement since the previous inspection can be largely attributed to the influence of the National Literacy Strategy, better leadership and monitoring of the subject, and improved standards of teaching. However, although overall standards are good at both key stages, there are variations in the different aspects of English.
70. Speaking and listening skills are good across the school. Pupils listen attentively to their teachers, sometimes for lengthy periods of time. Many respond promptly to questions and their answers are relevant, indicating good listening and understanding. They listen closely to stories and follow instructions appropriately. This is very evident when they move from one activity to the next in a lesson. They listen carefully to the

contributions of others and this was well illustrated during a history lesson with Year 2 pupils, when they sensibly discussed methods of fire-fighting during a lesson about the Great Fire of London. The great majority of pupils speak well in classrooms. They explain their ideas and use appropriate vocabulary, as in a Year 5 lesson where pupils study a character from 'The Lion, the Witch and the Wardrobe'. They clearly explained the differences between physical characteristics and personality qualities, using such vocabulary as 'manipulative' and 'cunning'. Pupils are also confident when asked to speak in a larger group, as Year 3 pupils demonstrated in their contributions to the class assembly about 'books'.

71. Pupils' attitudes to reading are very positive and standards of reading are very good in both key stages. Inspection evidence confirms the high standards shown in the national tests. At Key Stage 1 many pupils read accurately and confidently. They have a sound understanding of phonics and take notice of punctuation. Year 1 pupils, during shared reading of a 'big book' text, very quickly became aware of exclamation marks, question marks and devices used by authors for conveying expression. They read with great gusto and feeling. Pupils discuss the plot and characters in a story, and recognise the basic features of fiction and non-fiction. They know the function of the index and table of contents, and some pupils explain the function of a glossary. However, although pupils enjoy reading and have books at home, their experience of using the library is underdeveloped. Throughout Key Stage 2, pupils continue to develop their skills as they read more demanding literature. They are introduced to a range of fiction and non-fiction texts, including narrative poetry, myths and legends, Dickens' 'A Christmas Carol' and autobiographies. This helps them become more aware of differences in layout and styles of vocabulary related to writing for different purposes. Most pupils read accurately and many do so with good expression. They have a good recall of stories, and higher attainers especially enjoy discussing themes and characters in the books they have read. Pupils are able to name established authors such as Roald Dahl, R L Styan and J K Rowling. By the end of the key stage, pupils can read confidently for a variety of purposes, from finding information to simple enjoyment. Pupils have good information-retrieval skills with some showing good understanding of how to 'skim' a text to find essential information.
72. Standards in writing meet the expected levels at both key stages, although, in common with the national picture, attainment in writing is below that in reading at both key stages. Fewer pupils attain the higher Level 3 at Key Stage 1. However, good progress leads to above average standards for many pupils by the end of Key Stage 2. Year 1 pupils build on their early experience of writing to record their ideas using pictures, copied words and their growing knowledge of letter shapes and associated sounds. They write for a range of purposes such as news, and poetry. In expressing thoughts about winter, one pupil wrote, 'I am cold, I have hard bits, I can't stand it, The sun can beat me!' In Year 2, pupils improve their spelling skills by identifying the phonemes 'er' and 'or' and begin to use dictionaries to check spellings and meanings. Many pupils are developing a joined script and take care with presentation of work. Most pupils demonstrate that they know about the basic rules of grammar and punctuation. Some use interesting words and dialogue and their increasing knowledge of phonics aids the spelling of polysyllabic words. However, the opportunities for pupils to practise writing longer pieces of work are limited.
73. Through Key Stage 2 the conventions of grammar, spelling and punctuation continue to be taught and pupils have the opportunity to write for a range of purposes. Younger pupils in the key stage report on what a picture tells, and write a short précis of a story. Year 4 pupils investigate writing a play script and develop their use of 'connectives' to add variety to their writing. Year 5 pupils look at the conventions of

writing narrative with dialogue set out correctly, and write a detailed set of instructions for making a windmill. Pupils in Year 6 experiment with autobiographical writing and study the conventions of 'journalistic text' using shortened sentences. When writing imaginatively, pupils become more adventurous and use words well for effect, as in 'Dancing Icicles', 'The blizzards, the breeze, the ice and drizzle. All a whirlwind, curling and spinning, coiling and looping'. And 'This is winter. Calling all frosts. Calling all frosts. Conjure your army of snow, your evil ice and your darkness'. Pupils have more consistent opportunities to redraft and edit their work and by the end of the key stage almost all are able to write in a fluent joined style of writing.

74. Pupils' attitudes to English are good throughout the school. They listen attentively to teachers and readily involve themselves in whole-class sessions. They concentrate well, co-operate sensibly during lessons, and confidently answer questions. There is respect for other people's contributions.
75. The quality of teaching is good overall at both key stages. No unsatisfactory teaching was observed and in two thirds of lessons teaching was judged to be good or very good. This consistency of teaching makes a major contribution to the attainment of all pupils. As part of everyday practice, teachers share the learning objectives for the lesson with the pupils. This captures the attention of pupils and immediately gives a sharp focus to the lesson. All teachers use effectively the advice of the National Literacy Strategy and lessons generally have a good balance of whole class, group and individual activities. On rare occasions, introductory whole-class sessions are too long, when pupils could be better occupied with their own writing. Teachers know their pupils, and plan appropriately to match the abilities of all pupils, including those with special educational needs and those with English as an additional language. The latter, because of well-planned activities and good support, make satisfactory progress and meet expectations in English. Knowledge of the subject is good and there is a good emphasis on the teaching of phonics. Teaching is particularly effective in word and sentence work. For example, in a Year 3 lesson, looking at opposites, some pupils quickly gave examples of 'antonyms', and in a Year 6 lesson looking at the fantasy genre of writing, pupils produced a range of evocative vocabulary including 'clammy', 'glistening', 'oddly sparkling' and 'dazzling slippery cream'. Questioning is used well, especially the specific questioning of individual pupils to develop their responses. Almost all pupils behave well in lessons, so they are able to concentrate on their learning without disruption. This is a result of high expectations, well-practised routines and good management of pupils by teachers.
76. The management of the subject is good and has been important in raising standards. The curriculum manager has a clearer picture of what the job entails because of further specific training and good support from senior management. The introduction of the National Literacy Strategy has been successfully led and overseen by the co-ordinator, and specific funding and in-service training opportunities for staff have been well used to support the implementation. There is effective monitoring of planning, teaching and standards of work by the curriculum manager, and she takes a more active role in managing spending on resources for the subject, having to establish priorities and justify spending decisions. This represents a significant improvement since the previous inspection. Teachers are provided with a portfolio of pupils' work, having first shared in identifying the National Curriculum levels the work achieves. They are now more confident at identifying appropriate levels of work for pupils of different abilities and, alongside the more rigorous analysis of national test results, this is enabling the school to provide realistic group and individual targets for improvement. The school has identified pupils who achieve just below the expected levels in writing at the end of Key Stage 1 but do not achieve the expected levels at

the end of Key Stage 2, and an early intervention strategy is to be implemented to target support for these pupils.

77. Resources are satisfactory overall. The school is developing its provision of books in the library, especially non-fiction, and has begun to provide appropriate reading materials for older, but less able readers. The school needs to enhance the provision of challenging reading materials for more able pupils in Key Stage 1.

MATHEMATICS

78. In the national tests in 2000, pupils' attainment was above the national average at the end of both key stages. This is a significant improvement since the last inspection and particularly since 1998, when standards were below average at the end of Key Stage 2 and well below average at the end of Key Stage 1. Compared to that in similar schools, pupils' attainment in 2000 was above average at the end of Key Stage 1 and well above average at the end of Key Stage 2.
79. Inspection evidence confirms that pupils' attainment is above average at the end of both key stages. Further, the school's records show that a quarter of the pupils in Year 6 who took the national tests in 2000 had achieved more than the nationally expected progress since Year 2. Almost all the other pupils achieved the expected progress. Consequently, pupils at the end of both key stages in 2000 made good progress.
80. The reasons for the dramatic improvement in standards in mathematics are the effective leadership of the curriculum manager for the subject and the committed implementation of the National Numeracy Strategy. The curriculum manager is also deputy headteacher and, during a brief period as acting headteacher in 1998, he involved the school in the National Numeracy Project, which was a pilot prior to the introduction of the National Numeracy Strategy in 1999. As a result of this, the school received effective monitoring and support from the local education authority that included demonstration lessons. An action plan was created for numeracy and target setting was introduced. The curriculum manager's role has been developed effectively. For example, regular lesson observations are conducted each term, and lesson planning and pupils' work are monitored regularly. Analysis of the national test results has shown a need to improve pupils' understanding of place value, which the school has addressed, along with greater opportunities for using and applying mathematics to practical situations.
81. In Key Stage 1, pupils develop a secure grasp of place value and add and subtract three-digit numbers. They understand that addition and subtraction are inverse operations and many pupils are beginning to multiply by two and five. They estimate measurements of various objects before measuring them accurately and recognise and name common two-dimensional and three-dimensional shapes. Pupils are familiar with the properties of shapes, including the number of edges, faces and corners as well as symmetrical and non-symmetrical shapes.
82. In Key Stage 2, pupils develop a good understanding of the number system and they change percentages to fractions that they then reduce to the lowest common denominator. For example, they note that $72\% = 72/100 = 36/50 = 18/25$. They use inverse operations to check their answers and work securely with negative numbers when measuring temperature, for example. Pupils improve their knowledge of shapes to include triangular prisms and tetrahedrons. They use a protractor skilfully

and recognise various angles, such as right angles, acute angles, obtuse angles and reflex angles, describing their properties and measuring them accurately. Pupils understand how to measure the area and perimeter of shapes and they learn to handle data well, creating graphs of their heights, for example.

83. Standards in numeracy are good. Pupils develop a secure understanding of the number system and they consolidate this well following the school's identification of the need to improve the teaching of place value. Their learning is systematic and challenging as they move through the school, with their work becoming progressively more difficult. Younger pupils learn addition facts and build upon this with multiplication facts. They know that addition/subtraction and multiplication/division are inverse operations and they use this knowledge effectively to check their answers. By the time they leave the school, most pupils carry out long multiplication by the partitioning method and are familiar with triangular and square numbers. It is noticeable when talking to pupils that they have a good understanding of the number system that allows them to 'work out' computations quite effectively. However, many lack a quick, mental recall of these facts and so take time to work them out when solving problems. Few lessons begin with a session to practise mental arithmetic.
84. The quality of teaching is good in both key stages. All teachers show a good knowledge of the subject and plan lessons well with suitable challenge for different ability groups. Relationships are very good and this allows teachers to manage pupils well in a pleasant and happy learning environment. This was especially so in one class with older pupils who were reluctant to settle quickly to work and apply themselves as well as they could. The teacher maintained good control and gently encouraged the pupils whilst, at the same time, establishing very clear expectations of their behaviour. With this minor exception, pupils' behaviour was consistently good. This was most noticeable when a group of pupils, investigating co-ordinates with a programmable toy, carried out their task unsupervised in the corridor. They co-operated well and behaved extremely well. Pupils respond well to the high expectations teachers have of them and they clearly understand what they are learning in lessons and why. All teachers encourage this by sharing the learning objectives of each lesson clearly with the pupils and ensuring that they write the learning objective in their books as a title.
85. On a number of occasions, however, teachers' introductions to the lessons were too long and pupils' attention was beginning to wander before they commenced their activities. The resources for the subject are satisfactory and of good quality, but there are not enough to allow teachers to plan practical mathematics investigations for the whole class.

SCIENCE

86. Teacher assessment for pupils aged seven in 2000 showed attainment to be close to the national average. In the national tests in 2000 for pupils aged 11, pupils' attainment was above the national average. Pupils' attainment was also above the average for similar schools at the end of Key Stage 2. Performance over time has been improving, especially since 1998 and, of the pupils in Year 6 who took the national tests in 2000, one third made more than the nationally expected progress due to the good quality of the teaching. All pupils, including those with special educational needs and those with English as an additional language, make good progress across both key stages. Standards have improved since the last inspection and the evidence of this inspection confirms that standards are currently above the national average.

Although in last summer's national tests boys did better than girls, this varies from year to year and no significant gender differences in levels of attainment were found during the inspection.

87. By the age of seven, pupils' attainment is close to the national average. Pupils make good, simple predictions. They confidently describe their findings, using the correct vocabulary, and explain clearly why they think things happen, such as explaining the function of a switch in a circuit. Pupils draw diagrams and make notes carefully, sometimes thinking of their own clear way to record their findings and observations. They record their findings in simple graphical form. They have a good knowledge of materials and their properties can name for instance, what materials certain objects are made from and which of them are waterproof. Pupils understand the importance of keeping healthy and know that plants and animals need water in order to survive.
88. By the age of 11, pupils' attainment is higher than average. Pupils have a good level of knowledge and understanding of an appropriately wide range of scientific topics, including food chains, why we have a skeleton, and how shadows appear to move. Pupils are aware of methods such as filtration for separating simple materials suspended in a liquid, and they classify materials such as aluminium and steel. They identify trees and insects using diagrams. By the age of 11, pupils are confident in making predictions, and they use resources given to them very well to plan, carry out, record and draw conclusions from their experiments. They choose information well from a range of sources but lack skills in devising their own experiments.
89. During the inspection the quality of teaching of science was consistently good, with very good teaching seen in the class for six to seven year olds. Teachers' knowledge of the subject is good, especially in the areas of materials and their properties and physical processes. They prepare lessons carefully, planning effectively for the different ability levels in the class. In the best lessons observed teachers form strong connections with learning in previous lessons. They provide many good opportunities for pupils to learn through experimentation; for example, in the Year 4 class, pupils were enjoying learning about wind resistance by testing different-sized parachutes. Because of this emphasis on scientific enquiry, pupils learn how to design a fair test, plan an investigation, record their findings and refine their explanations of why things happen. Pupils' improve their skills in making predictions, observing, and explaining their observations.
90. Teachers use scientific vocabulary well and draw appropriate attention to it. Their questioning is good and they use it well to check and reinforce understanding, although sometimes this part of the lesson is overlong. Teachers explain things very clearly. Pupils learn to use skills gained in mathematics lessons to display data in graph form. In one good lesson observed, Year 2 pupils were encouraged to design their own ways of recording information they had found out about electrical switches. They did this quickly and confidently and almost every pupil approached it slightly differently, to very good effect. However, teachers do not encourage pupils sufficiently to think for themselves about how to display data, for instance.
91. Management of science is good. The curriculum manager for the subject analyses the school's test results and the provision for the subject has improved since the last inspection. The subject now has a comprehensive scheme of work in place and a basic record-keeping system. At the time of the last inspection resources were limited, but the subject is now resourced very well.

ART AND DESIGN

92. Standards in art and design are in line with what is expected nationally at both key stages. This is an improvement since the time of the previous inspection.
93. The youngest pupils experience a good range of media and techniques. They learn how to handle paints effectively, and develop suitable skills in cutting, arranging and decorating. They develop drawing skills through the direct observation of the shape and texture of fruits. Charcoal is used effectively to create portraits, pupils create sketches to show the differences between portraits and landscapes and they study the work of Paul Klee to widen their experience. Computer skills are used effectively, as when pupils use a drawing program to create symmetrical patterns, linking with mathematics, and use flood, fill and spray techniques to create colourful representations of firework displays. Older pupils study the work of William Morris as part of their work on pattern and mix colours to create pictures in similar style. They use items such as old stamps or coloured pieces of jigsaw as a stimulus for design. The results reveal an awareness of shape and form and an ability to manipulate different media accurately.
94. Because of the practical nature of the subject and the well-judged support provided by teachers and support staff, pupils with special educational needs make sound progress in this subject.
95. Pupils' attitudes to art are good and this has a positive impact on attainment and progress. In the lessons observed, pupils listened well to teachers and settled to tasks without fuss. They handle and share equipment responsibly.
96. In the lessons seen, teaching was satisfactory. Teachers prepare lessons and resources with care. They use sketchbooks as a means of enabling pupils to try out different ideas and techniques, but as these sketch books do not move through the school with the pupils, opportunities to assess pupils' development of skills and their progress are missed.

DESIGN AND TECHNOLOGY

97. It was not possible to see any lessons during the inspection and so it is not possible to make a secure judgement on the quality of the teaching. Judgements on attainment and progress are based on discussion with pupils and teachers, a scrutiny of pupils' work in books and on display, and an examination of teachers' planning. Inspection findings are that standards at the end of both key stages are in line with those generally found for pupils of this age, and this shows an improvement since the last inspection.
98. The school follows the national scheme for design and technology, and teachers' planning for this area is good. Design and technology is now correctly taught as a separate subject from art and design, with the emphasis on the stages of the design process. Evidence from the work seen shows that younger pupils are introduced to the different stages of designing an object from the initial idea through sketches and a consideration of materials. They move on to making a prototype, and refine this to make the finished product. In Year 2, pupils design puppets. Older pupils consider ways of keeping their money safe, and design and make purses. They evaluate their finished product, considering how they would change the design if they were to make them again. Not all classes have books in which to plan their designs. Consequently,

the important evaluation stage is sometimes omitted. The school has improved its resources and now has sufficient to support the subject.

GEOGRAPHY

99. It was not possible to observe any lessons in geography during the period of the inspection. From the evidence available in the scrutiny of pupils' work, discussions with staff, and planning documents, standards are broadly in line with those expected for pupils of this age, and progress is satisfactory. This is a similar position to that at the time of the last inspection.
100. During Key Stage 1, pupils widen their knowledge and understanding of their local area. The youngest pupils draw maps to show their journey to school and identify what they can see on their journey, using symbols. They identify different types of housing, such as detached, bungalows and flats. Pupils examine their own school environment, looking at the layout and use of space. They illustrate ways in which people spoil the environment and suggest ways to look after, and even improve, our surroundings. Older pupils effectively develop this learning when they examine 'What happens to rubbish?' and look at re-cycling and landfill activities. The oldest pupils widen their knowledge of areas much further away from their own locality. They study mountain environments such as the Rocky Mountains in the United States of America and the Alps in Europe. They consider the effects of the weather on human activity in these regions. Pupils make sound progress in developing technical vocabulary and mapping skills. Local studies focus on questions such as 'Should the High Street be closed to traffic?' Pupils undertake field research and produce photographs, maps, data on traffic and ideas for traffic diversions as evidence for and against certain proposals. Mathematical and literacy skills are used well to present data and arguments.
101. No overall judgements can be made about teaching or pupils' attitudes to the subject. However, the school uses the Qualifications and Curriculum Authority's guidelines as a planning framework and this provides strong guidance for teachers. Resources have been enhanced and made more accessible, and effective use is made both of visits, especially to the local area to enhance learning, and of visitors such as those from the Environment Agency.

HISTORY

102. Only one lesson in Key Stage 1 and two lessons in Key Stage 2 were observed during the inspection. It is, therefore, not possible to make a secure judgement of teaching in the subject. However, from the evidence of these lessons, a scrutiny of pupils' work and talking to pupils, standards in history meet national expectations at the end of both key stages.
103. In Key Stage 1, pupils develop an understanding of change over time by comparing old and new toys and houses. They also consider how text documents are now produced on computers and no longer on typewriters. They study famous people, such as Florence Nightingale, and understand chronology better by ordering the significant events in her life.
104. In Key Stage 2, pupils develop their understanding of chronology and increasingly recognise that the past can be divided into periods that they study, such as ancient

Greece, the Romans, the Anglo-Saxons, the Tudors, the Victorians and World War II. They learn about significant events in these periods and how people lived in the past. For example, pupils consider the differences between schooling in the Tudor period and today. They realise that only boys benefited from schooling as expectations were very different for boys and girls. Pupils learn about the Great Fire of London and willingly talk about it. They explain that it followed the plague and started in Pudding Lane, spreading rapidly because of the wooden houses that were built close together. They demonstrate good knowledge of fire-fighting tactics of the period and explain how fire hooks were used and that gunpowder was important to fire fighting as it was used to create fire gaps to contain the fire.

105. In the lessons seen, teachers plan carefully with a clear idea of what they want pupils to learn. Resources are suitable for the task and interesting for pupils. The good relationships establish a pleasant atmosphere and teachers use questioning techniques well to fully involve all pupils and extend their understanding. Consequently, pupils respond well and co-operate fully. They show interest and enthusiasm in the lessons and have a good understanding of what they are learning and why. However, lessons do not always maintain a sufficiently brisk pace because some introductory sessions continue for too long.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. Standards at the end of both key stages meet national expectations. This represents an improvement since the last inspection that is due to the opportunities created by the use of a new computer suite and the effective leadership of the curriculum manager.
107. The youngest children in the reception class develop good control of the mouse and a familiarity with the keyboard through using simple games, and they begin to print their work. This is built upon in Year 1 as pupils learn to change font size and colour with a word processor, although these pupils do not learn how to save and retrieve their work. In Year 2, pupils extend their skills in using a word processor and develop good use of a drawing program that they save onto disk. They know how to use specific tools to draw straight lines and geometric shapes, as well as skilful use of the flood, fill and spray tools. A programmable toy is used to develop pupils' understanding of control technology.
108. By the end of Key Stage 2, pupils use a word processor well. They use a spellchecker and import graphics into their work. They collect and input data into a database before printing graphs that they interpret well. For example, one graph showing the weight of babies at birth listed the weight of two babies as 0.0kg. Pupils correctly identified that this must be a mistake as it is not possible for babies to weigh nothing at birth. In one impressive lesson observed, pupils used a spreadsheet to examine financial possibilities. From prepared shopping lists for a party, pupils adjusted the list to ensure that it was within a prescribed budget. They were encouraged to predict outcomes by asking, 'What if?' questions, such as 'What if we buy no swiss rolls and more biscuits?' before testing their predictions. In another very good lesson, Year 3 pupils were introduced to finding information on the internet and then sending this information to another school by electronic mail. The school has established very good measures to ensure that pupils visit only appropriate sites on the Internet.

109. The teaching of the subject is satisfactory. Only three lessons were seen during the inspection and each of these lessons was good or very good. However, a scrutiny of pupils' work and talking to pupils about their experiences using computers show that this good teaching is not consistent in all classes and throughout the school. Pupils' experiences are sporadic and there is little evidence in some classes that sufficient time is spent on all aspects of the subject. Nevertheless, the lessons seen all took place in the new computer suite and careful planning with clear learning objectives ensured that pupils' learning was very good, starting as it did from a low base. Pupils respond well to the good equipment and they share the computers effectively, considering possibilities and sharing ideas. They are very enthusiastic and work hard at their tasks.
110. The subject is well led and this has had a significant impact on raising standards to an acceptable level. Software has been purchased that is suitable for all aspects of the curriculum. In conjunction with the establishment of the new computer suite, regular training is held for all teachers that has included use of the new software and using the internet and sending electronic mail. Pupils' work is monitored regularly and the curriculum manager has taught alongside each teacher to raise confidence and develop expertise. She has produced a curriculum plan to cover all aspects of the subject and procedures to assess and monitor pupils' learning. In addition, she runs a magazine club for pupils and evening sessions for parents.

MUSIC

111. Pupils make satisfactory progress overall as they move through the school, and attainment is broadly in line with what might be expected of pupils of this age. This is a similar picture to that at the time of the last inspection.
112. In Key Stage 1 pupils learn to start and stop together and develop a sense of steady beat when using their bodies to perform actions or when using instruments. They know the names of a variety of percussion instruments and the sounds they make. Pupils create rhythmic patterns following symbols, recognise fast/slow patterns and create sequences of sounds. Pupils sing action songs, memorising simple songs and demonstrating good diction.
113. In Key Stage 2, pupils are taught a wider range of songs and are able to demonstrate the difference between rhythm and beat through clapping whilst singing. They have the opportunity to listen to a broad range of music, including examples from the Western Isles, Africa and the United States of America. Pupils appraise music such as Ravel's 'Bolero' and can identify instruments' dynamics and rhythms. Peripatetic teachers provide good opportunities for pupils to play brass and flute, and many pupils enjoy singing in the choir. There are opportunities for pupils to sing and play in musical items in plays and concerts.
114. Pupils' attitudes in music lessons are good. They listen well, are keen and follow instructions. They enjoy playing instruments and practise willingly in order to improve their performance. Equipment is handled responsibly. Pupils with special educational needs are well integrated in lessons and the practical nature of the learning objectives helps ensure that pupils have the opportunities to make appropriate progress.
115. Teaching is satisfactory and in some lessons seen it was good or very good. Even though lessons are generally short they are well organised and little time is wasted. Teachers reinforce technical vocabulary with words such as 'rhythm' and 'dynamics',

which enhance pupils' literacy skills. Good use is made of specialist teaching where pupils gain a firm grasp of some of the principles of music. Effective, simple teaching techniques, allied to the pupils' good listening skills enable good learning to take place. In a choir practice for the oldest pupils, repetition of the line 'the tip of the tongue and the teeth and the lips' swiftly improved pronunciation and diction, and the rhythm of 'walk, walk, jog, jog, walk' helped pupils in Years 3 and 4 to understand simple notation. The scheme of work is used well and teachers, in conjunction with the specialist teacher, are able to select tasks and activities that are appropriate for the age and abilities of their pupils. Resources are satisfactory overall, but the school recognises the need to enhance its provision of tuned instruments.

PHYSICAL EDUCATION

116. During the week of the inspection it was not possible to see all aspects of the physical education syllabus being taught. Therefore, no overall judgement on the quality of the teaching, attainment or progress of pupils can be made. Judgements can be made on elements that were observed, together with discussions with pupils and teachers, and an examination of teacher planning. The previous inspection found that attainment was in line with expectations in Key Stage 1, but there was general underachievement in Key Stage 2. There was a lack of progression and no clear scheme of work, and expectations of pupils were too low.
117. In the elements seen as part of this inspection, standards have improved, and they are now in line with those normally found among pupils of this age. Elements seen were dance and net games with juniors, with some very good attainment of dance seen in the Year 1 class and good attainment in Year 3. Here pupils planned and performed Oscar Wilde's story of 'The 'Selfish Giant' as part of an assembly about books. Older pupils develop their skills for net games, which they play to a satisfactory level.
118. The curriculum manager has done much to improve this subject. A scheme of work has been developed to meet the school's needs. Teachers' individual knowledge and skills have also been improved by providing, for instance, good ideas for warm-up games. The hall is of a suitable size for gymnastic lessons, provides a good surface and is used by older pupils for lessons involving racquets. This is because the school grounds provide only limited space for games lessons, with most lessons taught on the playground. The school is developing the grassed areas to provide teaching space.
119. The school provides swimming lessons for pupils aged from seven to 11. School records indicate that by the age of 11 the vast majority can swim 25 metres.