

INSPECTION REPORT

Gordon School
Eltham

LEA area: 203 Greenwich

Unique Reference Number: 100127

Headteacher: Mr. C. Farrar

Reporting inspector: Geraldine Taujanskas

Dates of inspection: 18 – 22 October 1999

Under OFSTED contract number: 706507

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
Type of control:	County
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Grangehill Road Eltham London SE9 1QG
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs. Gillian Liddington
Date of previous inspection:	January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Geraldine Taujanskas	Information technology Physical education Religious education	Attainment and progress Leadership and management Efficiency of the school Attitudes, behaviour and personal development Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community Teaching
Glenda Spencer		
Edmond Morris	Mathematics Geography Music	
Valerie Hobson	English Art Special educational needs Equal opportunities	Curriculum and assessment
Janette Morley	Science Design and technology History Under fives	Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- The quality of teaching is good overall, particularly for the oldest pupils in Key Stage 2. This leads to high standards overall, and very high standards in English and mathematics at the end of Key Stage 2.
- Pupils' attitudes and relationships are excellent and behaviour across the school is very good.
- The school is very well led. The headteacher and governing body have a shared sense of vision for the future of the school, which creates a very effective climate for learning within the school.
- Attendance and punctuality are very good, which helps pupils to learn well. The procedures for monitoring this are excellent.
- The wide range of extra-curricular activities that is provided significantly extends both learning and enjoyment for the large numbers of pupils who attend. This commendable range is supported by many of the school's staff.
- The financial planning is excellent, and contributes significantly to the good management of the school, as does the excellent day-to-day financial control provided by the bursar.
- Very good relationships exist with parents and the community which add significantly to the quality of education that the school provides.
- Provision for cultural development is excellent, and is particularly relevant in a school where few ethnic groups are represented.

Where the school has weaknesses

- I. Support and monitoring of teaching is not sufficiently rigorous, so teachers are unable to evaluate their strengths and weaknesses and so improve their teaching further.
- II. The leadership of the early years is not effective. There is little useful collaboration in planning between nursery and reception classes. This leads to inconsistencies of approach, which do not enable children to build on their nursery experience sufficiently well when they are in the Reception class. There are weaknesses in teaching for children in the Reception class.
- III. Teachers' planning is not consistent in all classes, and across all subjects. The planning for English and mathematics is guided by the strategies for literacy and numeracy, and is appropriately detailed. However, learning objectives are not sufficiently well defined in other subjects, to ensure that pupils know what they are going to learn. This sometimes means that pupils do not all make the best progress in lessons.
- IV. The school's daily act of collective worship does not always meets statutory requirements, although it makes a significant contribution to pupils' moral development.

The school has significant strengths, which outweigh the weaknesses. The governors' action plan will address the weaknesses and will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has addressed all the key issues raised in the last inspection, mainly successfully. The headteacher, together with the governing body, has maintained the very good leadership of

the school, very good spiritual, moral, social and cultural education, the positive relationships and sound or better standards in National Curriculum subjects. The roles of senior managers have been further defined and enhanced, leading to a stronger senior management team overall. The schemes of work have been completed and assessment is more consistent throughout the school. However, there has been little monitoring of the quality of teaching and learning carried out by the senior management team, until recently. Opportunities are missed that could lead to significant and sustained improvements in the quality of teaching, which directly affects the raising of standards. The requirements for registration and electrical safety have been fulfilled. The school has improved substantially since the last inspection and is well placed to continue to make good improvements in the future.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

The school achieves standards that are better than both national averages and most schools of a similar type in English and science, and well above these averages in mathematics. Pupils' competence in information technology is average at the end of both key stages, but there is evidence that pupils in Year 4 are making good progress and achieving better than most pupils their age. This means higher standards at the end of Key Stage 2 for these pupils. Access to the new information technology suite improves the pace at which all pupils can learn.

There are high standards in other subjects in the school also, notably art and music. The standards in music are outstanding. The effective combination of a highly knowledgeable and skilful co-ordinator and specialist teaching that is provided for pupils in Key Stage 2 produces these exceptional standards. This financial investment by the school is providing good value.

Pupils with special educational needs and with English as an additional language make particularly good progress in the school. By the time they are in Year 5, few pupils remain on the register of special educational needs. Most pupils have made considerable strides in their achievements, both in small nurturing groups and within their class, where teachers clearly understand their needs.

Pupils' progress across the school in English is enhanced by the effective implementation of the National Literacy Strategy.

· **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Good	Good
Science	--	Satisfactory	Good
Information technology	--	Good	Good
Religious education	--	Good	Good
Other subjects	Satisfactory	Good	Good

Teaching is good overall. In 95 per cent of lessons observed teaching was at least satisfactory. It is good or better in nearly three-quarters of lessons. Very good teaching was observed in one third of lessons, with some instances of excellent teaching. The quality of teaching for the oldest pupils is consistently good and often very good. The small amount of unsatisfactory teaching occurred in both Key Stage 1 and for children under five in the Reception class. Good teaching occurs in most subjects, although most often in English, mathematics and science. The teaching of music is a particular strength.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils are very well behaved in school. They are friendly and polite, both to each other and to adults in the school.
Attendance	Very good. Almost all pupils attend regularly and come to school on time.
Ethos*	There is an excellent climate for learning within the school, shared by staff and pupils. Both relationships and attitudes to work are excellent.
Leadership and management	The school is well led, and the governing body plays an effective part in managing the school. The senior management team is effective, although the role of the deputy headteacher is not sufficiently well developed.
Curriculum	Good. The curriculum is broad and well balanced. There are useful systems for assessing pupils' progress now in place, although these are not consistently used in all classes. Systems of assessment in the early years are good.
Spiritual, moral, social and cultural development	Very good overall, and particularly strong in cultural development.
Staffing, resources and accommodation	Good overall. Very good match of experienced teachers to the needs of the school, and good resources. The new information technology suite is not always used to best advantage. A small number of pupils miss teaching sessions which cannot be made up easily. The school has not yet evaluated the timetable currently in place, but is aware of the need to make best use of this facility.
Value for money	Good.

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

The parents' views of the school

What most parents like about the school

- V. Standards of behaviour are high.
- VI. Parents are welcomed and valued for their help in school.
- VII. Children gain good values and attitudes in school, where caring for each other has a strong priority.
- VIII. Standards are high, not only in academic subjects but across all activities.
- IX. Information technology resources have improved since the last inspection.

What some parents are not happy about

- X. Complaints are not dealt with well.
- XI. Too high a priority is given to attendance to school even if they are still unwell.

The majority of parents expressed very positive support for the school. The inspectors' findings agree with those views. Although some parents are unhappy, most parents support the way complaints are dealt with, and also find class teachers easy to approach if there is a problem. The positive way in which the school approaches attendance means that most pupils attend school regularly. This has a positive effect on their progress. However, the inspection acknowledges that this may put a minority of children, who have persistent health problems, at a disadvantage, in being named as good attenders in the lists the school produces at the end of each year.

KEY ISSUES FOR ACTION

The headteacher and governing body should:

- XII. Monitor the quality of teaching throughout the school regularly, and give teachers appropriate feedback. This should result in teachers clearly knowing their strengths and weaknesses. Ensure that where areas for improvement are identified, targets are set for improvement, and appropriate training is sought;
- XIII. Improve the management of the early years department, so there is appropriate planning across the phase, and a consistent curriculum is appropriately managed;
- XIV. Ensure that teachers' planning for all subjects gives clear indications of what the pupils will learn in the lesson.

While not key issues the governing body may wish to consider the following for inclusion in future plans, to;

- XV. Review the use of the information technology suite to ensure it is used to best effect by all classes;
- XVI. Ensure that collective worship meets statutory requirements.

INTRODUCTION

Characteristics of the school

1. Gordon Primary School is in Eltham, in the London Borough of Greenwich, near the borders of Bexley and Bromley. Pupils come mainly from the surrounding area, although a number travel to school from further afield. The area around the school consists of older private housing.

2. Children enter school at three, part-time, into the nursery class. Fifty children attend the nursery on a part-time basis, and a small number, come from homes where English is not their first language. There are 289 pupils, 151 boys and 138 girls, in 10 single and mixed-age classes, in the main school. This is larger than average in size for a primary school. Children transfer to the Reception class each term. At the time of the inspection there were 17 children in the Reception class, six of whom were under five. Just over one tenth of the pupils, in the main school, come from different ethnic groups. Nearly seven per cent of pupils come from homes where English is not their first language, which is below average. The school has 27 per cent of the pupils on the special educational needs register, which is above national averages, and twice the school's figure for the previous year. This includes 11 pupils at stages 3 and 4, and 2 pupils with a statement of special educational needs. Less than 11.4 per cent of pupils are entitled to free school meals which is below national averages.

The aims of the school are encapsulated in the mission statement;

“..... staff and governors at the Gordon School will ensure a high quality effective education for all of our pupils. No one will be disadvantaged because of gender, race, culture, class or disability”.

STATED PRIORITIES FROM THE SCHOOL DEVELOPMENT PLAN 1999-2000:

- Continue the National Literacy strategy at the Gordon
- Assimilate the National Numeracy strategy at the Gordon
- Improve handwriting
- Improve spelling
- Continue to monitor the implementation of policies and standards of achievement
- Set school targets
- Set Class targets
- Expand information technology in the school
- Music remains an essential element in the life of Gordon
- Develop more effective science teaching
- Assimilate New Orders for National Curriculum
- Develop systems of self evaluation

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	26	19	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	23	24	27
	Girls	18	19	19
	Total	41	43	46
Percentage at NC Level 2 or above	School	89	93	100
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	22	26	26
	Girls	18	18	18
	Total	40	44	44
Percentage at NC Level 2 or above	School	87	96	96
	National	81	85	86

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	32	16	48

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	25	27	26
	Girls	12	11	12
	Total	37	38	38
Percentage at NC Level 4 or above	School	79	81	81
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	22	23	26
	Girls	11	9	11
	Total	33	32	37
Percentage at NC Level 4 or above	School	70	68	79
	National	65	65	72

· **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	3.9
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

· **Exclusions**

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

· **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	32
	Satisfactory or better	95
	Less than satisfactory	5

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1.Children enter the nursery with attainments that are generally above those expected for their age. By the time they are five years old, standards are above those expected in the desirable learning outcomes for children this age.

2.Standards in National Curriculum Tests at the end of Key Stage 1 in 1998 are well above national averages in English. Within these standards a significant number of pupils, in reading and writing, gains the higher levels (Level 3 and above). Standards in mathematics are also very high, with all pupils gaining at least Level 2, the average level, and a quarter of all pupils achieving the higher levels. Assessments in science at the end of Key Stage 1 reach national averages. However, standards in National Curriculum Tests in English, mathematics and science, at the end of Key Stage 1 in 1999 are slightly lower overall than in previous years.

3.Standards in National Curriculum Tests at the end of Key Stage 2 in 1998 in English and science were above national averages. Standards in mathematics were well above national averages. In all three subjects the numbers of pupils reaching the higher levels (Level 5 and above) was greater than is usually found. In 1999, the standards achieved by the school in National Curriculum Tests in English and science show improvements against the school's results for the previous year. The percentage of pupils reaching average or above levels rose from 79 to 82 per cent and in science from 81 to 94 per cent. There was also an increase in standards in mathematics, from 81 per cent in 1998 to 88 per cent in 1999. A significant proportion of pupils, about a third in each subject, reaches the higher levels in the tests.

4.Standards for the current cohort of pupils, at the end of both key stages, are above average. In English standards are well above average at the end of both key stages. In mathematics pupils achieve standards above those expected at the end of Key Stage 1 and well above at the end of Key Stage 2. In science pupils' attainments are above average at the end of both key stages.

5.Pupils develop good speaking and listening skills from the many opportunities they have for study and practice. For example, older pupils learn about styles of speech in Tudor times. Reading develops well in both key stages, and pupils understand that writing is used for many different reasons, and in different styles. Pupils write expressively, and use a wide vocabulary in their writing, but handwriting is not so highly developed as the content. In mathematics, pupils have good standards in numeracy. For example, at the end of Key Stage 1, pupils recall multiplication facts confidently for 2, 5, and 10 times tables, and work with numbers to one hundred in all four operations. By the end of Key Stage 2, pupils have good understanding of place value to at least a thousand. They work quickly and confidently in the four operations with many pupils working to two places of decimals. In science, by the end of Key Stage 1, pupils have acquired good scientific investigation skills. At the end of Key Stage 2, pupils have a broad knowledge and high levels of skills. They have learned how light travels, making periscopes, and measuring shadows at different distances. They have tested a range of materials for transparency.

6.In information technology, standards are in line with national averages at the end of both key

stages. Pupils gain suitable experience in all aspects of the curriculum. The new technology suite is having a substantial positive impact on pupils' learning and the standards they achieve. This provision, coupled with the good quality of teaching, enables good progress to be made in a number of classes in the school, notably Year 4. These pupils are in line to achieve highly at the end of Key Stage 2. For example, they learn to use word processing to change the style of writing, the colour and the layout of the page. Pupils find suitable art work to decorate their page and put a border around it. Older pupils save their work for the following lessons.

7. In religious education at the end of both key stages, pupils reach the standards expected in the locally agreed syllabus. These standards encompass a broad understanding of Christianity and the other major world faiths and prepare pupils well for living in a multi cultural community.

8. The school has particular strengths in the standards in art and music. The curriculum for art is broad and the teaching expertise in the school in this subject is high. Pupils receive a broad and structured art curriculum, which enables very good progress to be made. At the end of both key stages, standards are well above average and very good progress is made. In music, the curriculum provision in Key Stage 1 is well supported by teachers with good subject knowledge. This gives pupils a strong basic musical education, and standards at the end of the key stage are well above those expected for pupils this age. In Key Stage 2 the curriculum is very broad and taught by specialist teaching staff. This enables every pupil to receive good and very good quality teaching. The standards at the end of the key stage are excellent. The school has other strengths, particularly in the standards in design and technology and history, where pupils achieve good standards for their age at the end of both key stages. They make particularly good progress in Key Stage 2 through good teaching, especially for older pupils. There is also particularly good use of information technology and literacy to support pupils' learning.

9. In geography and physical education pupils achieve the standards expected for pupils their age at the end of both key stages. Time allocated for these subjects is small, and there is insufficient time allocated at present to enable better progress to be made by most pupils.

10. The previous inspection reported that a substantial majority of pupils achieve national expectations and some beyond in English, and that pupils' achievements in mathematics and science are similar to national expectations at both key stages. The current standards show significant improvements, and test results show higher standards at the end of Key Stage 2.

11. Children under five make satisfactory progress overall, although progress in the nursery is good, due to the careful planning and good quality of teaching and learning which takes place. Progress overall is satisfactory for pupils in Key Stage 1 and good for pupils in Key Stage 2. This is linked directly to the high quality of teaching, for pupils in Key Stage 2, particularly at the end of the key stage.

12. In the previous inspection report, pupils' progress was said to be hindered when learning objectives are not clear or inappropriate, and when there is too little teaching. This has altered substantially with the implementation of the National Literacy and Numeracy Strategies. There is a significant amount of direct teaching in these subjects and in many classes, teachers tell pupils what they will learn before the lessons starts. This is good practice although it is not always well established for other subjects.

13. Pupils with special educational needs show satisfactory attainment or below average attainment in areas of literacy in relation to pupils in their age groups. The previous inspection

report indicated that pupils made progress in line with their abilities. However, with the effective support and nurturing which they receive in their groups they are able to make very good progress and by Year 5 very few pupils are assessed as having special needs. Only those pupils requiring more intensive and specific needs remain on the register. In class, pupils make very good progress as teachers are aware of their needs and the literacy hour is well managed to allow for all pupils to work at the correct levels and with appropriate challenges.

14. The attainment of pupils with English as an additional language is satisfactory and occasionally good. Few pupils are in the very early stages of language learning. They make good progress in their small group which has sound principles of raising self-esteem and thereby empowering pupils to take control of their own progress.

15. There are no significant differences between the attainment and progress of boys and girls in any subject or between pupils of different social or cultural backgrounds.

17. Attitudes, behaviour and personal development

16. Children make a happy and confident start to school in the nursery and the Reception. They establish effective relationships with adults and each other and work well as part of the group. All are keen to participate and do so with the minimum of fuss. They co-operate well with each other, take turns and are willing to share equipment. They carry out instructions and behave well. They appear confident and are happy to talk about their tasks.

17. The attitude of pupils to their work is excellent. Pupils listen attentively and ask and answer questions readily. They sustain concentration and settle to their work quickly. They show interest in their work and are ready to discuss what they have been asked to do in lessons. When asked to make choices, for example in a practical session, pupils do so sensibly without distracting others. However, pupils also show care and concern for each other and are willing to help if someone is having difficulties. Pupils with special educational needs are equally positive in their attitudes to their lessons and persevere with tasks. Pupils work with concentration and pride in their achievements. They are eager to participate and are beginning to express their ideas confidently.

18. Behaviour in and around the school is very good. Pupils move along the corridors at busy periods in an exemplary fashion, they know and follow rules for safe and speedy movements around the school. In assembly, pupils respond well when requested and join in the activities enthusiastically. Lunchtime in the dining hall is calm and pupils eat in peace. Pupils play together sociably at break and lunchtimes. They show very good standards of courtesy to adults and to each other and there are no signs of vandalism or graffiti around the school. There have been no exclusions for poor behaviour.

19. Pupils have excellent relationships with each other and with adults. When given the opportunity, pupils work co-operatively together, they share resources willingly and benefit from the experience. They respond very well to the example of tolerance and fairness shown by the great majority of staff. Pupils enjoy discussing new ideas, for example, they are curious to find out more about the Tudors in history. They show respect for ideas and practices that are new to them.

20. Pupils make the most of opportunities to take some responsibility in the smooth running of their school. This is a good feature of the school. The playground committee, comprising

representatives from staff and pupils, organises a variety of initiatives. It endeavours to improve facilities, such as play equipment and benches. During the course of the inspection pupils were involved in replacing or refurbishing seating in the playground, agreed at a meeting of the committee. Other responsibilities are undertaken happily by older pupils, which contributes positively to their increasing confidence and self-esteem.

21. There are no differences observed or recorded in the behaviour and attitudes of different groups of children defined by gender or differing social and cultural backgrounds. Pupils work well together in mixed gender groups and this was particularly evident in an information technology lesson.

22. The previous inspection report indicated that pupils had high levels of concentration, co-operation and self-esteem. This good level has been maintained appropriately. The inspection also noted a need to improve playground behaviour. The school responded positively by setting up a playground committee, as previously mentioned. It ensures that good practices are maintained and breaks are enjoyed by all. This is a good feature, and an improvement.

24.

24. Attendance

23. At the last inspection attendance was good, and has improved further. Attendance is very good at 97.1 percent with no unauthorised absence. Pupils arrive at school by the required time and there are few late arrivals. There is no evidence to show that pupils with special needs are less likely to attend school or arrive on time. Pupils with English as an additional language attend school regularly. The prompt regular attendance of pupils has a positive effect on their attainment and progress.

24. Registers are appropriately marked at the beginning of both morning and afternoon sessions, in accordance with current requirements and are returned to the office after each session.

26.

26.

QUALITY OF EDUCATION PROVIDED

26. Teaching

25. The quality of teaching is satisfactory or better in nearly all lessons and is good or better in just under three-quarters of lessons. One third of the teaching is very good with some instances of excellent teaching. This is an improvement since the last inspection when half of the teaching in Key Stage 2 and two thirds of the teaching in Key Stage 1 was judged to have significant strengths. The teaching of the children under five is variable with all teaching in the nursery being good and better but some unsatisfactory teaching in the Reception class. Teaching in Key Stage 2 is slightly better than in Key Stage 1 with older pupils in Key Stage 2 receiving high quality teaching in nearly all subjects. Good teaching is found in most subjects of the curriculum and often in the core subjects of English, mathematics and science. The teaching of music is particularly good throughout the school.

26. Teachers' knowledge and understanding of the subjects they teach is satisfactory for children under five, good in Key Stage 1 and very good in Key Stage 2. The picture in the early years is mixed, with some shortcomings in the teaching for children in the Reception class, but good knowledge evident in the nursery. Teachers are successfully implementing the National Literacy

and Numeracy Strategies. In most lessons, teachers' appropriate subject knowledge enables them to make effective and pertinent teaching points to improve pupils' progress and raise standards of attainment. This was clearly seen in a Year 5/6 design and technology lesson where pupils were making Tudor headgear and the teacher used the pupils' ideas to make very good and useful teaching points. In many of the best lessons observed teachers started with a lively and enthusiastic presentation and made good use of open-ended questions to check and challenge pupils' thinking and understanding.

27. Teachers have high expectations of their pupils and often set challenging and demanding work to extend pupils of all abilities. There are very high expectations of pupils in Key Stage 2. This is particularly evident in music lessons where all pupils are encouraged to participate and make useful contributions to the work of their group, often working towards a performance of very high quality. For example, in a Year 6 music lesson, pupils in small groups were composing music to fit the personality of a wife of Henry the Eighth. They chose suitable instruments, worked hard on their compositions and showed justifiable pride in their achievements.

28. Planning for lessons is generally satisfactory, and can sometimes be good or very good. Planning is better when teachers are following a clear scheme of work such as in literacy and numeracy. In some other subjects, and occasionally in literacy and numeracy, the planning of lessons is less effective and does not set clear objectives for learning. Planning usually includes a variety of tasks to meet the needs of pupils of different levels of attainment, particularly those with special educational needs.

29. A very high proportion of lessons is efficiently organised and teachers employ suitable methods which meet the needs of all their pupils. This is particularly effective in Key Stage 2. Teachers use a suitable combination of whole-class teaching, and both individual and small group work effectively. In most classrooms there are established classroom routines which help pupils to be well organised for their lessons.

30. Good relationships are a strong and praiseworthy feature of the school and teachers manage their pupils in a calm and friendly manner. They mostly have established classroom routines to which the pupils respond positively. These routines are built on appropriately as pupils move through the school. Expectations of good behaviour are high and this leads to a productive working environment where pupils feel valued and secure. However, in the small number of lessons where behaviour is not managed effectively, and clear rules are not established, mainly in the early years, pupils quickly drift off task, and are distracted. This quickly leads to unsatisfactory progress in these lessons for many pupils, as time and energy is wasted in attempts to establish control.

31. The time in lessons is generally used appropriately. Starts to lesson are brisk and are particularly effective where pupils are given a clear understanding of how long they have to complete a task. Occasionally the introduction to a lesson is too long for some of the younger pupils and they become restless, as most of them are eager to start work. Where the start to a lesson is dynamic and interesting, as was seen in a Year 1/2 mathematics lesson about repeating patterns, the pupils are keen to become involved in the practical work and reach high standards. Where teachers tell pupils what they will learn this is also effective in focusing pupils on the lessons. Lessons generally move along at a brisk pace to hold the interest of the pupils whilst still allowing sufficient time for reflection and consolidation of learning. Occasionally lessons are not conducted at an appropriate pace, and in these lessons pupils become bored and do not make as much progress as they could. Support staff are used effectively in lessons and often make valuable contributions to the good progress of the pupils with whom they are working.

32. Pupils are given responsibility to make decisions about their work and take such responsibilities seriously. This was evident in the approach taken in lessons for the oldest pupils, in Year 6. In a discussion in religious education involving the story of Terry Waite, pupils showed remarkable maturity in their responses, prompted by the approach of the teacher to pupils in this and other lessons.

33. Teachers listen carefully, and respond well, to their pupils. They help them to improve the quality of their work by giving useful and encouraging feedback and praise. Many teachers are skilled at asking questions designed to find out what their pupils know and understand. Teachers often move around the class, supporting pupils in their tasks and checking individuals and groups for suitable understanding. This is helpful. Marking of pupils' work varies in quality but is generally satisfactory. Most of the marking is encouraging and sometimes evaluative but does not always help to move the pupils on to the next stage in their learning. Homework is set regularly and consists of reading activities for all pupils with older pupils being given suitable work in other subject areas. This extends the learning pupils do in the class and consolidates their understanding appropriately. It is particularly effective for pupils in Key Stage 2. Overall, the good quality of the teaching and the good attitudes of the pupils to the work provided are significant and positive factors in promoting good progress and high levels of achievement.

34. Teachers use a range of suitable strategies to support equal opportunities. Teaching groups are often varied to ensure that all pupils work with the correct ability group for English and mathematics and in other subjects friendship groups or well-matched pairs. This is effective and enables all pupils to make good progress. Teachers develop language skills appropriately and ensure they explain technical language to all pupils. They use a range of resources that reflects the cultural and social background of the pupils and encourages them to challenge stereotypes in the range of posters and books which are provided.

35. Teachers show an awareness of the needs of all pupils including those with special educational needs. They have copies of individual education plans that are appropriately kept and the groupings used within the classroom effectively support individual pupils at an appropriate level of expectation. Support staff and classroom assistants are used efficiently in the classroom carrying out well-planned and appropriate activities that reflect the abilities of the children and include them in the main focus of the class lesson. This includes the nursery where well-planned activities used to promote the physical development of an individual child also support the development of other children.

36. Pupils with English as an additional language receive additional help in small withdrawal groups. The groups set their own challenging targets and pupils are able to select their own focus for the immediate future. The targets set high standards and affirm the high status that the school projects for the group. The teacher makes good use of resources and clearly plans the curriculum for the individuals to gain in confidence and raise their self-esteem. Needs of particular children are clearly identified and the teacher works very sensitively with individuals to ensure that they feel valued. The teacher uses questioning well to encourage pupils to develop their speaking skills and she assesses their understanding of the subjects and tasks involved effectively.

38. The curriculum and assessment

37. The previous inspection reported that the curriculum was generally good but required whole-

school planning and the introduction of schemes of work for many areas. This aspect of the school's work was identified as a key issue. Assessment was reported to need consistency and monitoring should be carried out of the policies in place and standards of achievement.

38. The curriculum continues to be broad and balanced. It provides appropriately for children under five, linked to the desirable learning outcomes for children this age. It provides good coverage of the National Curriculum for pupils in Key Stage 1 and 2. Pupils experience a broad range of skills and techniques, particularly in art, English, design technology and music enabling them to develop intellectually, physically and personally at the appropriate levels. Pupils are well prepared for the next stage in education by building on previous experiences. The curriculum meets the statutory requirements for religious education and sex education, and parents are informed of their rights with regard to both these areas. The school has developed appropriate policies and schemes of work for all areas of the curriculum that show how pupils are able to develop their skills and knowledge throughout the school.

39. While current planning systems are satisfactory they are not always used consistently and effectively across all subjects to ensure development of skills and knowledge. Learning outcomes from the planning are sometimes insufficiently defined so pupils do not know what they are going to learn. Plans are not monitored sufficiently rigorously to ensure that they translate directly into weekly and daily plans. The procedures rely too heavily on a burden of professional trust and are not monitored effectively. They are not sufficiently formal. This sometimes means that pupils do not always receive the appropriate curriculum planned for the term. The curriculum is planned on a two-year cycle. This enables pupils who are taught in mixed-age classes to have access to all aspects of the curriculum.

40. All pupils have the opportunity to join a wide range of clubs. These take place throughout the day, before school, play times, lunchtimes and after school. There is an excellent range of extra-curricular activities, providing opportunities for physical, intellectual and artistic development. It includes gardening, country dancing, football, information technology and chess. It is highly commendable that these are organised by school staff, both teaching and non-teaching.

41. The school makes satisfactory provision for pupils to talk about issues that affect them in their personal and social education, but these lessons are not planned for in all classes. Health education, sex education and subjects such as drugs misuse are satisfactorily included in the science curriculum as part of the topic of the human body at stages of development appropriate to the ages of the pupils.

42. The school uses different tests to assess pupils' progress with a high degree of accuracy. In order to plan development of the curriculum, co-ordinators have analysed test results to highlight areas of weakness. This is useful in establishing aspects and strands that need to be further emphasised. However, assessment is used infrequently to ensure that pupils have fully understood certain aspects of a subject. For example, evaluations in mathematics note pupils' progress or difficulties, but these are used inconsistently in other subjects. Profiles are kept containing accurately assessed work for each pupil, which give a useful overview of individual needs. These are reviewed regularly and passed to the next class or next school. At Key Stage 2, pupils set individual targets for their work or behaviour and these are monitored regularly by teachers, making contacts with home if targets need a parent's report, such as reading at home every day. The analysis of assessments and the test results is underdeveloped but the school is currently developing its approach to this aspect of its work through the introduction of a computer managed system enabling a more effective approach to the tracking of pupils' attainment and progress.

43. The school complies fully with the Special Educational Needs Code of Practice and all pupils receive support as indicated on their statements of special educational need, or through their individual education plans. Pupils with special educational needs are taught in groups, which are withdrawn from the main lesson. The curriculum relates closely to that of the class literacy hour but is planned effectively at an appropriate level to the needs of the group identified on the individual education plans. While a class learns to write letters in old English a withdrawal group learns to set out and write a letter to a friend using the correct format. In Year 2, pupils learn to write a story in the style of an author and are encouraged to develop their use of adjectives to make the story more interesting using their phonic knowledge to spell new words. All pupils have access to extra-curricular activities and are encouraged to participate.

44. The co-ordinator for special educational needs carries out regular annual reviews while the special needs teacher reviews the targets set in the interim period and assesses each pupil's readiness for new targets. This is effectively managed and teachers are regularly involved in assessing the pupils' developments. Pupils' profiles are kept meticulously by the special needs teacher along with appropriately levelled annotated samples of work. Regular assessments are made of progress in spellings, sound and letter knowledge and early reading lists. Pupils learning English as an additional language receive an appropriate curriculum that relates to the work their year groups carry out in literacy sessions. The curriculum is planned appropriately at the correct level and challenges pupils to develop their ideas and written skills. The teacher keeps detailed notes on each pupil's development and progress which is clearly evident despite the short time this scheme has been in operation.

45. There has been substantial work on the key issues from the last inspection. Schemes of work have been put in place and some aspects of assessment have been developed appropriately. This is a good improvement. However, the monitoring of the impact of the curriculum on standards is less effective.

47. Pupils' spiritual, moral, social and cultural development

46. Provision for pupils' spiritual development is good. Assemblies are mostly organised in a way that is enjoyable for pupils. Music and sometimes candles are used, effectively, although not all assemblies set an atmosphere for reflection. However, most assemblies have a significant impact on pupils' moral development. They also give pupils good opportunities to value their own achievements, and listen to and reflect on the achievements of others. Music, art and religious education lessons offer pupils suitable opportunities to understand what is important and special in the beliefs and practices of a number of major religions.

47. Provision for pupils' moral development is good. There is a strong emphasis on right and wrong and what constitutes responsible behaviour, throughout the whole school. There is frequent reference to what is expected of pupils' behaviour and why this is important. In a variety of lessons, for example, history, religious education and English, pupils are given good opportunities to discuss matters of moral significance. A poem read by the deputy headteacher promotes acceptance of people who are special and encourages pupils to discuss the abilities of someone confined to a wheelchair rather than their disabilities. Numerous opportunities are provided during the school year for pupils to consider people less fortunate than themselves. Pupils raise money for various charities and appeals, such as the Blue Peter appeal, and Guide Dogs for the Blind, and organise many of the activities themselves. This links very well with good social development.

48. There are very good opportunities for social development. Pupils make a suitable contribution to the smooth running of the daily life of the school by carrying out duties such as collecting registers and helping during assemblies. Considerable effort has been put into setting up the playground committee, which helps to create a calm and orderly atmosphere at lunch and break time. Social development is further enhanced with the residential visit for Year 5 and Year 6 pupils each year, which gives significant opportunities for pupils and adults to work and mix together informally, to explore a new environment, and face new challenges. The extra-curricular sporting activities and matches with other schools also have a significant positive effect on pupils' social development. Music plays a particularly important part in the pupils' social development, with the band and the choirs performing at various events throughout the year. Other events and celebrations give pupils opportunities to extend their social and cultural development, such as Christmas plays and concerts.

49. The school makes excellent provision for pupils' cultural development. Art, literature, music, and religious education are clearly valued. This is seen in the way artists' work is displayed and the high quality of books and artefacts around the school. The school makes excellent provisions for pupils to take part in outings and visits to museums, galleries, such as the National Portrait Gallery, and concerts. Year 5 and Year 6 enjoy a residential visit during their last year at the school. Cultural diversity is celebrated successfully, particularly this year, as dancers, artists and musicians representing various cultures, help pupils to become more aware of the multi-cultural society in which they live. The curriculum encourages pupils to consider their links with countries around the world and they display these on a world map. This makes a good contribution to their cultural development and also satisfactorily develops their ideas of self worth.

51. Support, guidance and pupils' welfare

50. The school has made substantial improvements in establishing appropriate security measures in and around the school since the last inspection, where it was criticised. Requirements for electrical safety, also previously criticised, are fulfilled appropriately.

51. There are good procedures for the careful monitoring of pupils' personal development. In the early years staff make extensive and rigorous notes on pupils' early development. The monitoring arrangements for pupils with special educational needs, including more able pupils, are good. Procedures for monitoring academic progress are good, with written reports to parents indicating clearly what pupils know and can do.

52. Very good procedures are in place to promote good behaviour. Encouragement and rewards are used effectively by staff. The behaviour policy was developed to give appropriate guidance to both staff and parents, with a suitable range of rewards and sanctions. Pupils are eager to receive praise, stickers and commendations for good behaviour. The procedures cover all aspects of school, and are implemented successfully by staff, both teaching and support staff, including midday supervisors. Midday supervisors are particularly well aware of their role, and take great pride in their care of the pupils at lunch times. This is a very positive feature of the school.

53. There are excellent procedures for monitoring and promoting good attendance. Routines are well established, parents are allowed to spend time with their children before registration, they can hear their children read or talk to teachers about any concerns. Parents are well informed about the importance of good attendance and punctuality. The school has no unauthorised

absences. Parents, at the meeting with the registered inspector prior to the inspection, expressed some concern about the over-emphasis on attendance. They feel that pupils with a chronic or recurring condition have little chance of appearing on the list of good attenders. Some parents feel that their child wants to attend school even when they are too ill, so great is their concern over attendance. The inspection acknowledges these are concerns for a minority of pupils in the school. However, for most pupils, acknowledgement by being named on the list of good attenders is a positive feature. It supports the need for pupils to attend school regularly so they can learn effectively.

54. The school has good procedures for child protection, and a very positive child protection policy. The headteacher is the named person for child protection and has been appropriately trained. There are good, comprehensive health and safety procedures in place. All staff know the pupils well and are aware of any particular medical needs. The school nurse sees pupils with their parents when they start in the Reception and this is maintained throughout their stay at the school. Children who are unwell are taken good care of. The recording of incidents and treatments are very good. Regular checks are made of the grounds, buildings and equipment, which help to ensure the school is well-maintained.

55. As in the previous inspection report, the school maintains the policy of identifying pupils with special educational needs early in their school life. Outside agencies are involved appropriately. However, the special educational needs register is in the early stages of transference to computer records and it is sometimes difficult to track the progress of pupils up or down the register. Individual education plans are appropriate, and sometimes include behavioural issues, but are mainly limited to literacy targets. The school continues to work successfully to integrate pupils with special educational needs.

57. Partnership with parents and the community

56.The previous inspection reports comments favourably on this aspect of the work of the school and this has been maintained and improved.

57.Parents give very good support to the school both in practical and financial help. Parents are keen to support their children to help them do well at school. The school both welcomes and assists this effectively. Children starting nursery have a very good induction, with interviews and visits before children start. At the meeting with the registered inspector, prior to the inspection, parents comment very favourably on the welcoming and family atmosphere. This is strength of the school.

58.Further support for the school is provided through the active parents association, which makes significant and valued contributions to provisions for learning by raising funds. Social events organised by the group help to promote a sense of community for the school as well as raise funds. This is a well-established and valuable partnership, which the school very much appreciates.

59.Parents find staff very approachable and are made to feel welcome in the school. Active encouragement is given to parents to become involved in school activities. They give their children good support. Plenty of opportunities are made for them to meet teachers, both formally and informally, to discuss their children progress. Complaints are taken very seriously. Parents help in the classrooms as directed by teachers. Arrangements to deal with complaints are clear and well managed.

60.The quality of information provided to parents is very good and is generally appreciated by them. At the meeting prior to the inspection, for example, the weekly newsletter and the information provided about the curriculum, attendance and daily events were all quoted by parents as good features. The governing body newsletters and the governors' annual report to parents are particularly noteworthy as very high quality documents delivered in an informal and accessible manner. The prospectus complies with appropriate legal requirements. Governors hold an open morning for parents once per half-term. These give parents a chance to voice any concerns or problems they may have. Good links are maintained with secondary schools, which ensures the smooth transfer of pupils to the second stage of education. These positive features support the work done in school.

61.Copies of all the school policies are available to parents. Parents appreciate the curriculum plan which teachers put on the classroom door each half term, so parents know what their child will learn and be better able to support them. Parents who work do not have such ready access to this, and stated at the meeting prior to the inspection that they would appreciate a copy sent home. This does not currently happen in all classes. Pupils' annual reports are informative, and clearly tell parents what their children know and can do.

62.Parents of children with special educational needs are kept well informed and are fully involved with the decisions about their child's support. They are given full information about annual reviews and invited to attend. Although there is no space for parents to write their own assessments their views are appropriately recorded in the review meetings by the co-ordinator. The school encourages pupils to take reading books home and pupils are supplied with a home-reading contact book. Homework on topic work, spelling and tables are among work sent home.

Parents generally supported the homework set by the school, but would appreciate some further specific guidance on the amount and time to be spent on it.

63. Very good links have been made with the community at home and abroad which helps to enrich pupils' personal and social developments. Links with the community are established through the local churches, businesses and services. These include the fire brigade, the local nurse, doctor and dentist and a residential trip for Year 5 and Year 6. These links contribute positively to pupils' personal and social development and have a positive impact on their learning. A strength of the school is the close links with the elderly of the community, who drop in to talk and to hear the children read.

65. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

65. Leadership and management

64. The headteacher leads the school with a clear sense of direction and has maintained the very good standards of leadership found in the last inspection. The staff are a cohesive and strong team, who are committed to the pupils in the school. They give substantial amounts of time to preparing and providing a broad and varied curriculum both in lessons and in extra-curricular activities. The governing body is a well-organised and knowledgeable group, which has very good levels of understanding of the management of the school. They are very supportive indeed, but also clear about the need to be a 'critical friend' in the decision-making process, and in determining future priorities. For example, co-ordinators are asked to address their meetings to ensure that governors have appropriate information about the subjects taught in the school. The governing body is particularly clear about its responsibilities for the management of finances and the need to ensure good value for money in all the school does. The chair of governors is very knowledgeable, manages the governing body effectively, and devotes considerable amounts of time to the school. This brings significant benefits to the school, and enhances the effective management of the school's development.

65. The role of subject co-ordinators has developed significantly. This was an aspect which was a key issue in the last inspection, and substantial responsibilities for managing subjects and bringing about improvements are now part of subject co-ordinators' responsibilities. This is a good level of improvement since the last inspection. However, the role of the deputy headteacher has not developed significantly in line with other management developments. Targets set for the deputy headteacher by the governing body are not clearly met. The result is that the contribution of the deputy headteacher to the effective development of the school is limited. However, the deputy headteacher makes a considerable practical contribution to the effective day-to-day running of the school.

66. Co-ordination of key stages is now established, but not altogether effective. Although key stage co-ordinators meet regularly the co-ordination of the early years is not sufficiently effective. This leadership role is not clearly defined and in practice early years is mainly an addition to the co-ordination of Key Stage 1. The lack of continuity for children in curriculum planning and appropriate quality of provision and teaching has not been addressed. As a result progress and attainment are not monitored sufficiently rigorously to ensure that the standards reached are appropriate by the time children reach Key Stage 1.

67. The co-ordinators undertake the monitoring of the curriculum informally, mainly through

comparing the planning for their subjects across the school to check for progression. Co-ordinators give appropriate support to colleagues as requested. Teachers are supportive of one another in comparing plans across year groups to ensure parity of aims and subjects. Monitoring of teaching is undertaken in a variety of ways. Pupils' books are scrutinised occasionally by the senior management team. The headteacher monitors aspects of the quality of teaching, such as classroom organisation, informally, but effectively, when teaching in various classrooms. Some monitoring of the quality of teaching is taking place through the English and mathematics co-ordinators, who are released to support the implementation of the national strategies. This is not always directly supportive to individual teachers, to improve the standards of their teaching. The major part of monitoring that takes place effectively is provided by the deputy headteacher. This is specific and feedback is given to staff which helps them to reflect on their teaching. It is insufficient in that it does not give targets for staff and deadlines in which to meet them. The advice given is not followed up effectively as part of professional development, and does not ensure that teachers know where their strengths and weaknesses are and how to improve further. Appraisal takes place but the proposed new procedures mean that the current impact of appraisal on improving the quality of teaching is small.

68. The school development plan is a useful tool that addresses future developments needed in the school. The governing body is actively involved in the preparation of the school development plan, along with staff and teachers. Subject co-ordinators evaluate the success of previous plans carefully. The plan is costed and priorities have timescales and personnel attached. However, priorities have been repeated too closely from one plan to the next, which gives little indication of how quickly these major developments are progressing. Insufficient thought has been given to ensuring that the priorities remain accurate and clearly defined.

69. The school has aims and values that it fulfils very effectively in all areas of the school. The ethos of the school is excellent. A very effective climate for learning has been established which gives pupils a chance to do well. This leads to pupils making good and very good progress in many parts of the school. In the meeting with the registered inspector prior to the inspection, parents were very supportive of the ethos of the school and the strong leadership of the headteacher and governing body.

70. The headteacher and governing body have an appropriate policy and the named governor ensures special educational needs has a high profile within the school. Information about special educational needs is very well reported in the governors' annual report to parents and procedures are clearly explained in the prospectus. The support for special educational needs is an integral part of the school's work and close liaison with outside agencies enhances the overall provision. The school monitors pupils' attainment satisfactorily in terms of gender and ability, to ensure equal opportunities. The school is aware that there are issues arising from pupils' withdrawal from some class lessons to attend small groups or music lessons despite the exceptional value of these lessons to the pupils concerned. Overall, the school continues to show a high level of commitment to its policy in all the documentation and this is also reflected in its aims.

71. The governing body fulfils all statutory requirements with the exception of ensuring that the assemblies include an appropriate act of worship.

73. Staffing, accommodation and learning resources

72. The school has a very experienced staff, many of whom have worked at the school for several years. They are well qualified to meet the needs of the curriculum, both for children under five

and at both key stages. Support staff are also experienced and have had a wide range of training over many years. Both the teaching and support staff, including those working with pupils with special educational needs, contribute significantly to the curriculum and the extra-curricular activities that enhance the pupils' learning so well. The stability of staffing has had a good effect on the provision of education.

73. Teaching and support staff who work with pupils with special educational needs and those who speak English as an additional language are suitably qualified and experienced. All staff work well in teams and provide effective support for pupils.

74. Appropriate opportunities for in-service training are provided for teaching and support staff. Training is carefully organised to meet the needs of the curriculum. The appraisal scheme is in operation. Plans to review the procedures have been delayed awaiting proposed new regulations to be provided centrally. Induction for the nursery nurse and any new or temporary staff is effective in making them welcome and part of the staff team. They are supported by good staff handbooks.

75. Learning resources are good. They are sound for physical education, religious education and mathematics, good for English, science, design technology, information technology and history and very good for music, art and geography. Staff and pupils look after resources well and storage is generous, allowing good access in all curriculum areas. Books for the literacy and numeracy sessions are well chosen and used appropriately. Resources for pupils with special educational needs are good and the teacher of pupils with special educational needs reviews resources regularly to ensure that appropriate equipment is available.

76. The school makes good use of the facilities in the local area to support the curriculum. Visits to local places of interest such as Eltham Palace have enriched the curriculum in history, English, design technology and art. For example, good use is made of the National Portrait Gallery to support work on Tudors in several areas of the curriculum.

77. Accommodation is generous and play space sufficient for the number of pupils. It enables the curriculum to be taught effectively to all age groups, although the play space for children under five is small, and there is no grassed area for sports and team games. The wild life garden is a valuable resource, which is used well by all classes. The building is also used by parents and toddlers and is shared by a local college. The premises officer and cleaning staff maintain a good standard of cleanliness and keep the accommodation in good condition.

79. The efficiency of the school

78. The school has excellent systems of financial planning in place, which effectively support the implementation of the identified priorities of the school. The governing body effectively fulfils its responsibilities in managing the budget and in linking the finances to the future developments in the school. The governing body's finance committee is very effective in looking ahead and in making sensible projections for future spending.

79. Financial planning is very effectively supported by the financial management systems that have been put in place by the new part-time bursar. While budget management systems were not heavily criticised in the last inspection, a number of new procedures, suggested by the last audit report, has substantially improved the financial control. Systems, including dinner money

collection carried out by administrative and support staff, ensure that classroom staff are enabled to concentrate appropriately on their classroom tasks.

80. Teaching and support staff are used very well, in all areas of the school. The class teachers are generally effective in their work and support staff are keen and enthusiastic. The contribution made by the part-time music teacher is substantial. There is also substantial support received from the special educational needs teacher and the teacher of English as an additional language. Primary helpers are very effectively deployed and make a very effective contribution to pupils' learning. These include the midday supervisory staff who are active in managing the pupils' lunchtime effectively.

81. The school's accommodation is used very effectively to support the teaching of the National Curriculum and religious education. However, more effective use could be made of the new information technology suite, which is newly in place, but under-used at the moment, other than in class 'slots.' The extra-curricular activities, which are numerous, also make good use of the school accommodation. Learning resources are well managed by the co-ordinators and accessible to all staff, so good use is made of them.

82. Funding for pupils with special educational needs is appropriately used and pupils with statements of special educational need receive their entitlement. The headteacher and governing body use additional money to supplement the teaching staff and resources and this is closely monitored against the results to ensure that they continue to provide good value for money. Provision for pupils who are learning English as an additional language is also appropriately monitored. As this is a new provision monitoring has been only informal, but the very good teaching and the pupils' response have meant that in the short term progress has been very good. Resources and time are used effectively.

83. Taking into account the level of attainment on entry, the pupils' attainments and progress, and the quality of education the school provides, along with high standards of behaviour and attitudes to work, the school gives good value for money.

85. PART B: CURRICULUM AREAS AND SUBJECTS

85. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

84.Children under five are taught in the nursery and Reception classes, the early years department of the school. Children attend the nursery either in morning or afternoon sessions. In the term they become five they transfer to the Reception class. At the time of the inspection a third of the children in the Reception class were under five. Some children attend the parent and toddler sessions at the school before enrolling in the nursery. They use the nursery library during that time and therefore are already familiar with the nursery and the staff when they join the school. This helps them to settle in quickly and happily. The nursery teacher and nursery nurse work very closely as a team using the two rooms which make up the nursery to give all children the attention and quality structured and free play they need in all aspects of early learning. Older and more mature children have more focused play for a short while each session allowing them to extend their learning and work on some planned activities as a group before joining the others either inside the nursery or out in the playground. These routines are well understood by the children and successfully provide very good learning opportunities.

85.Children arrive with a range of attainments but a significant number has levels of attainment above that expected nationally and continue to attain at a good level in the nursery. By the time children transfer to the Reception class they have received a very good foundation in all aspects of the curriculum, particularly personal and social development. They make good progress in their learning. Baseline assessments in the Reception class indicate that children are achieving above standards expected for children this age. However, the curriculum planning in the Reception class is not entirely appropriate for the stages of development of the children when they transfer. That, combined with the style of teaching and organisation in Reception class, does not allow the same rate of progress to be maintained, and progress overall in this year is variable. Overall, children make satisfactory progress in the early years.

Personal and social development

86.By the age of five children have good levels of personal and social development, although some aspects of the independence and good behaviour begun in the nursery are not maintained through the Reception class.

87.The development of personal and social skills is a strength of the nursery. When children begin nursery, sensible routines are set which encourage children to make choices, take responsibility for their own personal hygiene, share equipment and respect each other. Routines are established in a relaxed and happy atmosphere accompanied by high expectations of sensible behaviour and self-discipline. As a result children quickly understand what is expected of them and thus a good learning atmosphere is established. This is accomplished with a sense of fun and pleasure in learning through play. Children recognise fairness, the difference between right and wrong and the need to comply with the sensible rules of the school. They are given opportunities to discuss incidents as they occur, learning good manners, thoughtfulness to others and respect for the differences in cultural backgrounds of others. Their behaviour is extremely good and appropriate for their ages and stages of development. They understand that at times during the day they are expected to play independently when the teacher or nursery nurse is working with a group of children at a focused activity. They are able to comply with this routine for up to 30 minutes at a time. They recognise that they too will benefit from not being interrupted when it is their turn to join the group.

88. In the Reception class the routines of the classroom and some of the activities provided are less well suited to these young children. As a result the behaviour is less good. Children do not respond with the same degree of co-operation nor are they given the opportunity to continue to develop their self-discipline to the same degree. The personal and social development, which is a feature of the nursery, does not progress at the same rate. Children show less inclination to persevere, act independently, concentrate for prolonged periods, or show ability to initiate new ideas.

89. Teaching in the nursery is good in personal and social development, particularly in the role models staff provide. Teaching of this aspect of the curriculum is not always sound in the Reception class. There are particular shortcomings in managing behaviour appropriately so all children can learn well.

91. **Language and literacy**

90. By the age of five, children's attainment in language and literacy is above the levels expected in the desirable learning outcomes for children aged five. Many children are attaining aspects of the National Curriculum levels.

91. Speaking skills are very good. Nursery children are able to explain with clarity events that happened over the weekend, such as visiting the swimming pool and going down water chutes. In doing so they use complicated vocabulary and sentence constructions. They talk to each other well in the imaginative play area as they play at buying and selling cakes in the shop, or using torches in the darkness of the bat cave. In the Reception classes, children take the opportunity to chat when sorting plastic toys into sets. They turn a mathematics activity into an imaginative game and enjoy role-play using every opportunity to engage in conversation suitable for their stages of development.

92. Children in the nursery listen very well. They play with families of puppets, which they work with as a group, making up stories and situations based on their own experiences. The presence of an adult playing alongside them adds interest and extends the game allowing children to enjoy listening to each other and contribute to the story. It also encourages some children who are reluctant to speak freely in front of a group to take a full part in the conversations. This is a good feature. Story times are thoroughly enjoyed. Children listen attentively and join in familiar parts of the rhymes and songs. They use the headphones independently to hear tapes in the library. In the Reception class children enjoy stories and rhymes. They do not listen well, becoming boisterous and inattentive very quickly. Suitable class control and management has not been established. This significantly affects their progress, as time is spent trying to gain the attention of the class that could be better spent in learning.

93. In the nursery good use is made of children's names to help with early reading. All children are able to find their names and many can recognise the names of most of their friends. For example, they find their names in the 'Juice Bar' indicating that they have had a drink. Children soon recognise the initial sounds of their names. By the time they are in Reception, children can write their names, often in correct upper and lower case letters and can make good attempts at making labels for their work and recording some mathematical activities. They have an idea of the sounds letters make in some words and attempt to write familiar word with some degree of accuracy. In the nursery particularly, writing during role-play gives the children good opportunities to use their skills for a purpose, making shopping lists and bills. Early writing attempts are well displayed and valued.

94. Reading is well established in the early years. Suitable emphasis is placed on books, which are taken home regularly. Parents help children choose books from the good range available in the nursery library. Before nursery sessions begin, parents and children wait in the library, sharing books and chatting together. As a result children are able to develop early literacy skills in a relaxed atmosphere and benefit from the close collaboration of home and school in introducing good literacy skills. In the Reception class children can follow words in familiar books. They are sometimes able to read simple sentences with accuracy. However, children's progress in reading in the Reception class is variable, as they are set tasks that do not challenge them sufficiently well.

95. Teaching is good in the nursery but weak in the Reception class. In the nursery, staff have a clear understanding of language and literacy. Activities are varied and appropriate, with a good balance of teacher-directed and structured play, giving children choices. The early literacy development established in the nursery is a very good foundation on which to build. Planning for children in the Reception class does not match the skills of the children and does not extend their learning sufficiently well. This is linked to poor management of their behaviour. These factors lead to poor progress in literacy in the Reception class, with some children doing very little learning in the lesson observed.

97. **Mathematics**

96. Children attain good levels in mathematics by the time they are five years old, and make satisfactory progress overall, with good progress in their learning in the nursery.

97. Children can count accurately at least to 10, and the majority well beyond that. In the nursery one child counted to 29 accurately. They use counting in singing games in the hall, responding well when adding another 'elephant' to the line dancing in a ring. In constructing rockets and other models they are able to add length, width, and height to their finished work. They fit regular and irregular shapes together in puzzles and when making 'exploding circles.' Most children are familiar with the names and properties of common geometric shapes and use the terms freely to describe shapes they see around them.

98. Older children in the Reception class sequence numbers in the right order, some including the zero. They are sometimes limited by the lack of resources. For example, when sequencing beyond about 12, the lack of additional number tiles stops them going further. They are beginning to write simple numbers and recognised them in books and displays around the room. They make good attempts to measure themselves, quantities of sand and water, and compare sizes and shapes in their play. The theme of the Three Bears gives children good opportunities to put in order of size, plates, chairs and other objects when retelling the story.

99. Teaching of mathematics is very good in the nursery. Every opportunity is taken in play, calling the register, working in the imaginative play area, going on walks in the rain and building in construction, to count, calculate and understand numbers and mathematical vocabulary. It is particularly successful, as mathematics is an integral part of every day situations, which gives children an insight into and understanding of mathematical terms and skills. Teaching is satisfactory in the Reception class. Planning is general, but linked appropriately to the desirable learning outcomes for children this age. Planning to extend the skills of higher attaining children is limited. Resources available are not sufficiently challenging to give opportunities for children to extend their learning.

101. Knowledge and understanding of the world

100.Children visit the local area, including the dry cleaning shop nearby to see how clothes are cleaned. They use the wild life garden which offers year round experiences to watch plants grow and change as seasons pass and to observe natural growth in an atmosphere of awe and wonder. They note the patterns of change in seasons, weather and growth. There is sufficient wet weather gear available for small groups to take “wet walks” in the immediate locality enjoying the sound and feel of the rain, wet leaves, dripping trees and splashy puddles. They record their experiences well in paintings, drawings, prints and model making.

101.They select materials to make models, learning about the properties of rigid and malleable materials as they try to fit things together, fold and join card and paper and construct their models to the shape and size they want.

102.Visitors to the school, particularly in the week of cultural diversity celebrations, gave children valuable insights into other cultures and customs and dress. Children are introduced to cultures other than their own and learn to respect the differences they observe.

103.The use of information technology, particularly in the nursery, is at times limited by the availability of a computer that works. Nevertheless, children are able to type the letters of their names and use the mouse to direct the cursor in drawing pictures on the computer. They use the tape recorder with confidence and expertise. They understand the use of cameras and video cameras and recorders.

104.Through the curriculum themes, children are able to extend their understanding of their own growth, their family structure and their place in it. They are beginning to understand past, present and future through recalling events they have all experienced with the help of photographs and stories and discussions about trips out.

105.This area of learning is particularly well covered in the nursery. Teaching is of very good quality and planning provides an excellent range of experiences. There is a rich and broad curriculum covering wide aspects of good practical learning. In the Reception class there are broadly planned topics, which offer suitable experiences for children this age. However, insufficient account is taken of the learning children have already experienced in the nursery to ensure that the activities and experiences planned are appropriately challenging. Some aspects of practical play, which enrich the early years curriculum, are not always provided.

107. Physical development

106.Children gain a suitable range of experiences, particularly in the nursery, which enables them to attain good levels. They make good progress overall in their physical development. Children move confidently around the classrooms, stairs and playground. The nursery children were able to march upstairs playing instruments and singing at the same time. They demonstrate increasing control and co-ordination as they mature, encouraged by high expectations from staff to attempt to explore their ability to achieve more in their physical skills. The nursery children play outside regularly in each session, choosing their activities on wheeled toys, climbing and balancing and using balls to catch, throw and kick.

107. In the Reception class there are few opportunities for this sort of free play outside. Children go out to play at break time, but without the range of equipment or possible experiences being available. Nor is it possible to record their physical experiences in the same way in order to ensure that they extend their range and expertise. The more formal physical activities in the hall or physical education lessons are sometimes difficult for younger children to take part in at the right level. This leads to inappropriate behaviour. Therefore, progress in some physical skills is slowed down on transfer from the nursery.

108. Fine motor skills are developed through activities such as cutting and folding, gluing and joining and the use of tools and writing equipment. Experiences with soft dough, sand and water all give further practice in fine motor control. Children are developing these skills well, in the early years.

109. Teaching in physical development is well organised in the nursery. Nursery staff keep records of all activities each child has experienced during the day, giving them good information about areas individual children have not taken part in so that they can be encouraged to extend their range of experience at another time. This is good practice. Teaching is well planned and the intervention of staff at the appropriate time encourages children to extend their learning. The opportunities for the development of physical skills is not so wide in the Reception class. Planning for structured daily outdoor play is limited, and mostly children play with older classes at break times. Physical education lessons in the hall are planned, but the quality of teaching in these lessons is variable. The unsatisfactory management of children's behaviour limits the effectiveness of teaching and learning.

111. Creative development

110. Standards in creative development are good in the early years. Children make good progress. The good quality creative work across the school has sound foundations in the early years. Children are introduced to the work of particular artists and encouraged to use some of the colours and techniques they have observed in the reproductions of their pictures. Children explore colour, shape, texture and form in their free art work as well as when trying to draw from observation. They make two and three-dimensional models, some of which are big enough for them to get inside and play imaginative games with their friends.

111. The activities in the wet playground or the wild life garden allow children to hear, smell, touch and feel a range of living things and respond to their experiences in many ways. They express their pleasure and enjoyment well in movement in the hall, playing music and singing as well as in their imaginative play. This is particularly well developed in the nursery.

112. Teachers plan well to provide quality experiences for the children extending their skills and encouraging them to respond in expressing their feelings. They use a wide range of media and resources to give children a broad experience in creative work.

113. There have been considerable improvements and changes in early years provision since the last inspection. Learning outcomes are clearly evident in planning, particularly in the nursery. Assessment, particularly in the nursery, is comprehensive and of good quality. Baseline assessment has been introduced to the Reception class and is used to inform planning. Teaching in the nursery is now never less than good and mostly very good. Teaching in the Reception class however is unsatisfactory in some aspects of personal and social development

and physical development and some areas of literacy. This has a limiting effect on children's overall progress.

115.

ENGLISH, MATHEMATICS AND SCIENCE

115. English

114. The previous inspection report stated that pupils' attainment in speaking and listening was high, that standards in writing were appropriate and above and that the attainment of the majority of the pupils was in line with and some higher than national expectations at both key stages. Teacher assessments were in line with test results.

115. The 1998 results in National Curriculum Tests show that pupils' attainment in reading is well above the national average at Key Stage 1 and above the national average at Key Stage 2. Results show that since 1996, pupils' attainment has remained above the national averages at both key stages in both reading and writing. Pupils' attainment in English at Key Stage 2 in National Curriculum Tests shows that the number of pupils reaching Level 4 is above the national average and the number of pupils reaching Level 5 is also above the national average. In comparison with similar schools pupils have above average attainment at the end of Key Stage 2. The current standards represent an improvement overall.

116. Currently standards in English are well above average at the end of both key stages. Speaking and listening skills are good at both key stages and pupils are able to express their ideas well. They listen thoughtfully to one another and can make sensitive and pertinent comments on what they have heard. Pupils listen carefully to their teachers and other class members and staff demonstrate the value of everyone's contribution. At Key Stage 2 pupils are aware of the needs of an audience and can vary expression and vocabulary to act a role or create a scene. They know that eras in history used the English language differently and speak using the style of the Elizabethans. Teachers at both key stages encourage pupils to talk about particular aspects of their work with each other and this is used effectively to share and develop ideas.

117. At the end of Key Stage 1, pupils' attainment in reading is well above the national average and they read accurately using expression well for an audience. They enjoy books and talk about their favourite stories. Lower attaining pupils read using initial sounds and with some knowledge of phonics to word build. At the end of Key Stage 2 many pupils attain Level 5, the higher level, in reading. They read fluently with expression for an audience when reading aloud. They talk about texts in depth discussing situations, characters and predicting the plot. They discuss characters' feelings and can imagine themselves in similar situations. They identify different genre and can allot different authors to those groups. Pupils read non-fiction books for research in school and at the public library. Library research skills are incorporated into other curriculum areas such as geography and history.

118. At Key Stage 1 pupils develop their writing skills well, to a high level, using narrative and factual pieces of work. They make reasonable guesses at the spellings of simple words using their knowledge of letter sounds, and some pupils spell more complex words accurately. Progress in handwriting skills is satisfactory. Although pupils are taught a joined script in Year 2 many pupils do not use it well and many prefer to print in lower case letters. However, the school has targeted handwriting as an area for improvement as the work in pupils' daily workbooks show

pupils are unwilling to use a joined script. At Key Stage 2 pupils write for a wide range of tasks and are able to develop their skills well. They use words for effect very well, such as in Year 3 when a child used "jewelled grass" in a poem to accurately describe the dew in the morning. They write letters to or from Queen Elizabeth 1 using the correct words for the period and despite the difficulty of the task all the pupils achieved good results and some excellent. They produce imaginative work in story writing, biographies and poetry relating to historical, geographical and scientific events. Pupils understand different grammatical terms and identify them in text and explain their uses. They transfer their knowledge to their own work to very good effect.

119. Pupils at both key stages make good progress. They have many opportunities for speaking and listening, reading and writing throughout the school. Pupils develop their skills of writing for different purposes and are taught the appropriate formats for various types of writing from the beginning. They use their writing skills across the curriculum appropriately. For example, in science, experiments are written carefully describing method and observations. This good progress continues at Key Stage 2. Pupils at Key Stage 2 make progress reaching high levels of attainment but also with a very broad understanding of all aspects of the subject. Teachers' careful planning of the National Literacy Strategy enables all pupils to make significant progress. Pupils with special educational needs and those with English as an additional language make very good progress, particularly through the small special group teaching, which is carefully targeted at their needs.

120. The previous inspection report indicated pupils worked confidently and independently and this has continued. Pupils are eager to answer questions and participate fully. They talk enthusiastically with adults and explain their work but also show an interest in visitors. They work well at both key stages during independent and small-group tasks with a quiet level of conversation and suitable concentration. Pupils at both key stages look after their books and equipment and clear them away carefully. Behaviour is good. Regular opportunities for pupils to participate in plays and concerts give pupils further appropriate opportunities to demonstrate and practise skills in English well.

121. At Key Stage 1 the quality of teaching is at least satisfactory and good or better in 3 out of 4 lessons observed. At Key Stage 2 teaching is at least satisfactory and good or better in 8 out of 10 lessons observed. All teachers have good knowledge of the National Literacy Strategy and the needs of their pupils and plan activities appropriately. However, some of the planning is limited and does not always clearly identify groups of pupils and their particular needs which may make it difficult to ensure continuity in the absence of the class teacher. Teachers use a suitable range of strategies and methods of teaching such as individual work, paired work and group work to promote maximum learning. This is particularly good in a Year 5/6 class where brainstorming the characters and scenes of Macbeth produced some very good descriptive and analytical work from all pupils including pupils with special educational needs. All teachers have high expectations of pupils' behaviour and give clear guidelines to pupils during lessons. Generally, good use is made of time although sometimes introductory sessions to the literacy hour are too long, resulting in a loss of motivation to begin group work. Resources are well prepared and used effectively. In Year 5/6 good use is made of mixed media work involving a video of Macbeth and text. Teachers use questions well to assess pupils' understanding during lessons and to enable pupils to develop their own speaking and listening skills. Lesson evaluations and running records of pupils' achievements are used well in Year 3 but inconsistently throughout the school.

122. Teachers assess pupils' work regularly collecting samples of work, which are accurately levelled and sometimes include a useful commentary. However, teachers do not assess pupils regularly on a day-to-day basis and running records are used inconsistently to record major

achievements of pupils, such as those with special educational needs or pupils who may be having difficulties. Teachers use homework effectively to support pupils' needs and the requirements of the curriculum. Spelling tests are prepared for the abilities of the pupils concerned and homework is used to research the beginning of a topic or to complete work. To raise the profile of homework, pupils in Year 5 and Year 6 classes have been given special homework books, which have been effective in improving presentation.

123. The school has successfully implemented the National Literacy Strategy, and by incorporating literacy into a number of subjects and preparing texts for use in literacy hour which relate to other subject areas it has created a cohesive approach to pupils' learning.

124. The co-ordinator has developed her role effectively and introduced the National Literacy Strategy successfully. She monitors the teaching of the literacy hour informally and has given demonstration lessons to illustrate good practice. However, the quality of teaching has not been monitored formally, and there are no agreed criteria in use as yet, to help teachers know how to improve their teaching. The co-ordinator uses peer group monitoring successfully for year groups to focus on aspects of their work and examine standards and omissions in the curriculum. An extensive range of tests is used for assessing reading, writing and spelling. Tests are analysed appropriately to highlight shortcomings in the curriculum and the co-ordinator takes the necessary steps to redress any imbalances.

126. **Mathematics**

125. In 1998, the results of the Key Stage 1 National Curriculum Tests showed attainment to be well above national averages with 100 per cent of pupils achieving Level 2 or above and 24 per cent reaching Level 3. Figures for 1999 are very similar with 96 per cent attaining Level 2 or above and 28 per cent at Level 3. In the 1998 Key Stage 2 National Curriculum Tests 81 per cent of pupils achieved Level 4 or above with 23 per cent reaching Level 5. These results were well above national standards. The Key Stage 2 results from 1999 show a significant further improvement with 88 per cent attaining Level 4 or above and a praiseworthy 43 per cent reaching Level 5. Progress is good through both key stages.

126. Attainment in mathematics is above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. This is a significant improvement since the last inspection when standards were judged to be satisfactory at the end of both key stages. At the end of Key Stage 1 pupils have a secure knowledge of place value to a hundred and quickly recall addition and subtraction facts to twenty. Many pupils recall multiplication facts for at least the 2, 5 and 10 times tables and work confidently with numbers to one hundred using all four operations. These facts are used in mental mathematics sessions where pupils answer quickly and accurately. Pupils can identify a range of two-dimensional shapes such as rectangles, squares, circles, triangles, pentagons and hexagons. They can list the number of sides and corners each shape has and know that a square has sides of equal length. Pupils also identify some three-dimensional shapes such as spheres, cuboids, cones and cylinders. They understand fractions such as halves, thirds and quarters and can use them in practical situations. Pupils solve simple money problems to one pound and measure length using standard units. By the end of Key Stage 2 pupils have a good understanding of place value to at least a thousand and can quickly and confidently add, subtract, multiply and divide such numbers with many pupils working to two places of decimals. Pupils use correct mathematical language in their work and have a good mental recall of number facts. They can work with negative numbers in practical situations involving temperature and have a sound understanding of probability theory. Pupils have a good understanding of equivalence when comparing fractions, decimals and percentages. Data

handling, often involving information technology, is good, with pupils able to construct line graphs accurately showing how temperature changes over time.

127. Progress in mathematics is good at both key stages. At Key Stage 1 pupils quickly develop their understanding of the language of number and their knowledge of place value. This was clearly seen in a Year 2 class where groups of pupils were investigating addition using tens and units and a group of more able pupils devised their own successful strategies for dealing with carrying into the tens column. Progress is good in all the attainment targets but particularly in number where pupils receive a great deal of well-structured work on a regular, planned basis. Pupils' progress is also good at Key Stage 2 with pupils using and applying their knowledge in a range of different situations. Pupils of all abilities make good progress which is a reflection of the good teaching they receive and the provision of work which is closely matched to their prior attainment. Although there are few pupils with special educational needs who have mathematics targets on their individual education plans, they make good progress through the focused support they receive.

128. Pupils respond well to the subject and have a very positive attitude to their work. In all classes they joined in the mental mathematics sessions with obvious enjoyment and enthusiasm showing a great desire to succeed. Pupils work well independently and in pairs or small groups as was seen in a Year 3/4 lesson where pupils worked very hard constructing three-dimensional shapes, sharing equipment sensibly and giving each other useful support. They have good relationships with their teachers and each other. Behaviour in lessons is good and sometimes very good. The often very good attitude which pupils have to mathematics has a positive impact on their learning and is a significant factor in promoting the good progress they make through the school.

129. The quality of teaching is always satisfactory and often good or better. The teaching in two thirds of the lessons is good or very good. Teachers have a good subject knowledge and plan their lessons well to meet the needs of all their pupils. At present teachers plan and teach numeracy according to the National Numeracy Strategy. This is very new to them and a few teachers are finding the time constraints rather difficult to manage. Most are managing it successfully but it will take some time before the full effect on standards can be evaluated. Teachers have high expectations of work and behaviour and provide work that is challenging to pupils of all abilities. They manage their pupils well and keep them on task with lessons moving along at a brisk pace. Resources are used effectively to support learning and pupils' work is regularly marked with some evaluative and supportive comments.

130. The co-ordinator gives good leadership in the subject and has handled the implementation of the National Numeracy Strategy well. She provides clear direction for mathematics and good quality support to colleagues by monitoring planning, teaching and scrutinising pupils' work. Test results are analysed to identify areas of concern both for individual pupils and in specific aspects of the subject. Assessment procedures are good and will further inform curriculum planning when the teachers have become more familiar with the National Numeracy Strategy. The school is fully committed to raising standards in mathematics even higher. Resources are in sufficient quantity and of suitable quality to deliver the full curriculum.

132. **Science**

131. In the teacher assessment at the end of Key Stage 1 in 1998, the percentage of pupils reaching Level 2 or better was above the national averages and those reaching Level 3 or more

were in line with national results. Pupils did particularly well in their work on life and living processes and investigations. When comparing results for seven year olds with similar school, pupils' results were above the levels expected at Level 2 and 3.

132. At Key Stage 2 in 1998, the percentage of pupils reaching Level 4 or better in National Curriculum Tests was above national averages and at Level 5 it was close to the national average. When all level results were taken into account at Key Stage 2, these were above national averages. Results since 1996 indicate that attainment in National Curriculum Tests was well above the national average and there was little difference in the attainment of boys and girls, who both performed well above average. Compared with schools situated in similar contexts, results of tests at 11 were above average at Level 4 or better, and well above for Level 5. Although statistics are mixed in references to averages, attainment in science in the percentages of pupils achieving the average and above average levels since the last inspection has improved. Standards in National Curriculum tests this year show improvements against the previous year's results at the end of Key Stage 2, although teacher assessments at the end of Key Stage 1 are lower than the very high results previously.

133. Attainment in science in both key stages is above average. By the end of Key Stage 1, pupils have acquired good scientific investigation skills. They are systematic in their approach to setting up fair tests and making predictions as to the results that they might get, based on their previous experiences. The good use of the wildlife garden has made it possible for them to have a wide range of experience in aspects of life and living processes. They understand what living things must have to live and have acquired sufficient knowledge of the human body to know what keeps people healthy and fit. Pupils with special educational needs and those with English as an additional language achieve at appropriate levels and make good progress in both key stages.

134. At Key Stage 2, pupils have a good understanding of the way light travels in straight lines and have made periscopes, measured shadows at different distances from a source of light and made line graphs of their results. They have tested a range of different materials for transparency and have made accurate tables of their results.

135. Progress is sound in Key Stage 1 and good in Key Stage 2. This is mostly because of the consistently good quality of teaching in the Key Stage 2 classes. Progress is best where pupils work at tasks that are well organised and have sufficient time to complete experiments and discuss their results with others in the group, with the teacher or the whole class. Where the activities are well based on work previously covered, pupils use their learned skills and knowledge well to make predictions and work out ways of testing them. At the end of Key Stage 2 pupils make very good progress and acquire very good scientific approaches to their work, allowing them to proceed with speed and accuracy covering a great deal of work in a single lesson. This speeds progress and gives pupils a good sense of achievement. They use their mathematical and literacy skills well to support science, and progress well through the planned curriculum.

136. Pupils respond with enthusiasm to science lessons. They offer suggestions as to how an experiment should work and what might happen if certain variables are tested. They work well in groups or pairs and are supportive to others, showing consideration if help is needed or offering praise and appreciation if work has gone well. They are aware of sensible, safe procedures and the good behaviour and good classroom organisation helps all pupils to concentrate on the given work and get satisfaction from work well done. Many lessons observed included a good sense of fun and pupils expressed their pleasure and enjoyment of the work completed.

137. The very good behaviour throughout the school allows teachers to use their teaching skills well and cover planned lessons effectively. The quality of teaching is sound in Key Stage 1 with some very good teaching in the mixed-age class. Teaching in Key Stage 2 is good with some very good teaching in some classes. It has improved since the last inspection. There is a high expectation of both behaviour and achievement throughout the school. Planning is sketchy in some classes with learning outcomes less clearly defined to meet the needs of the ability range in different groups. Others plan more thoroughly, using the same format, but indicating how the work will be set to meet the needs of all pupils. Where the learning outcomes are written for all to see and discussed at the beginning of the lesson, pupils are clear about what is expected of them and are able to judge how well they have succeeded in completing the tasks in the plenary session at the end. In the best lessons, the pace is lively and pupils are aware of how long they have to complete each section of the work. Teachers have a good knowledge of the subject and use a sound scientific vocabulary, which encourages pupils to be accurate in their own use of language.

138. Resources are of good quality and are easily accessible and well stored. In the Key Stage 1 classes essential resources are kept in the classrooms. Pupils use the equipment well and look after it sensibly. There are good reference books available in classrooms. In the older classes these are set out and selected by teachers to allow pupils quick and easy access. Pupils have good literacy skills and are capable of selecting research books for themselves. The use of computers is well integrated into the curriculum and pupils are competent in their use of the programs.

139. The co-ordinator works hard to ensure that resources are available, that the wildlife garden is kept in good condition and well used, and that science has a high profile in the school. She monitors plans and through peer-group monitoring sessions is able to see that suitable levels are attained, particularly in the mixed-aged classes. She has devised a two-year curriculum cycle to cover the requirements of the national curriculum. There has been an improvement in the co-ordination of the subject since the last inspection. Monitoring of the quality of teaching has not taken place, and this means that teachers do not have clear understanding of their strengths and weaknesses and how to improve their quality of teaching.

141. **OTHER SUBJECTS OR COURSES**

Art

140. In the previous inspection, pupils' attainment was reported as good with the quality of display being very good and often excellent. Pupils used a wide range of media and their experience was broadened by visits to galleries and museums to study the work of artist. Much of the work was topic related.

141. Pupils' attainment at Key Stage 1 is well above that expected for pupils aged seven, and their progress is good. Pupils make wax resist rubbings of leaves and colour wash over them. They make detailed observational drawings of leaves following on from this activity and show an increased attention to detail. They make fine detailed representations of aboriginal art showing increasing skill with printing and applying paint accurately.

142. At Key Stage 2 pupils' attainment is well above that expected for pupils aged 11, and their progress is very good because of the wide range of materials and media which they experience and in which they develop their skills. They experience textile work and include a number of embroidery stitches to depict Islamic art incorporating beads and metallic threads. They use

pastels, paint and charcoal to create imaginative and illustrative works for history, geography and literacy topics. They use clay to create replicas of Islamic and Greek pottery that they paint in the appropriate style. They make very good progress and show an increasing ability to use a range of materials and refine their understanding of line, form and shading. They use appropriate terms to describe their work and the work of other artists and can evaluate and analyse their own work and that of other pupils and artists.

143. Pupils at both key stages are able to make detailed observational drawings and colour them using pencils or fine water colour brushes and paints. Pupils with special educational needs make good progress in both key stages.

144. The previous report indicated that pupils were given few opportunities to develop their own creativity and imagination. Pupils are attentive when listening to explanations of the activity and eager to begin tasks. They are willing and confident to explain complex patterns and offer ideas to improve their work. At both key stages pupils settle quickly and are very conscientious taking pride in their work. The results are very well produced and individual works of art. While there are some instances of over-direction, much work is individual and shows an improvement in this aspect since the last inspection.

145. Two opportunities were available during the inspection to observe lessons and the quality of teaching was satisfactory at Key Stage 1 and good at key Stage 2. However, the quality of work displayed indicates that the quality of teaching is good or better at both key stages. Teachers have a good knowledge of the need of the subject and understand the media they present to the pupils. While the planning of lessons observed is limited the teachers show that they are aware of the requirements of the subject and are able to develop the skills in the pupils to a high level increasing the challenges appropriately. In Key Stage 1 pupils were able to discuss the qualities of different materials to use in a display while in Key Stage 2 pupils were allowed to investigate a range of media to fold and cut to make symmetrical and reflective patterns and shapes. Teachers use a wide range of resources effectively to develop awareness of materials.

146. The curriculum has retained its breadth and pupils experience a wide range of media. The classes are named after artists and sculptors this year and this has ensured pupils have been introduced to numerous styles which use colour and shape in a variety of ways. All pupils have access to the curriculum and achieve in line with their own abilities. The scheme of work identifies clearly the skills to be taught and teachers relate the subjects effectively to other areas of the curriculum. Pupils make beautiful prints and patterned tiles following their visit to Eltham Palace studying the textiles and furniture. In mathematics they make optical illusions using concentric circles after studying the work of Riley and create tessellating tile patterns in the Islamic style. They make detailed observations in science of spiders and insects on webs and create plaster tiles that are very carefully painted.

147. The subject has a high profile in developing pupils' spiritual, moral, social and cultural development. Pupils make very detailed and fine observations of the world around them, which they create in a range of styles and media. The wide range of artists which is studied, including the work of Goldsworthy who creates sculptures using natural materials, enables pupils to explore their world fully. Cultural development is firmly grounded in their studies of art from different cultures linking to festivals and historical study of art.

148. Leadership in the subject is good and the school has maintained a long tradition of developing art in the curriculum. The work is monitored effectively at the 'Great Exhibition' which

is held yearly and which all staff use as training to develop their skills and ideas. Staff are fully committed to the subject and the positive ethos enables new staff members to be involved and included in maintaining standards. Resources are very good and there is a wide range of materials and papers to support the curriculum. These are well organised and easily accessible.

150. **Design and technology**

149. Attainment in design technology is above that expected for pupils at the end of both key stages. Pupils have acquired sound methods of working and are systematic in their approach to their work. In Key Stage 1, particularly in the class with mixed ages, pupils are well trained to use their imagination when designing clock faces. They are thoughtful in producing careful designs and notes about the colours and materials that they wish to use. They produce good quality models. By the end of the key stage pupils are able to use tools, glue guns, joining pins, and scissors competently and safely.

150. By the end of Key Stage 2, pupils complete research in order to get ideas and information about the subject that they wish to design. They use reference books, postcards and posters, information from computer programmes and visits to museums and galleries in their research. They use this information well in making up their own designs and are clear about the difference between a drawing and a design with a plan for making. One class used their knowledge of the Tudor period very well to research and plan a design for headgear for a Tudor woman. Models of land yachts, a castle with a drawbridge, a robot, a train and a jack in the box were all on display, showing the valued work and skill of the pupils.

151. Progress in both key stages is sound, although there are substantial variations. Progress in some classes is good or very good. This is mainly due to the skill of the teachers and their subject knowledge. In these classes pupils are encouraged to try new techniques, plan meticulously and be adventurous in designing. This raises pupils' attainment over the period of each key stage significantly. Pupils with special needs attain sound standards and make good progress.

152. Pupils are excited by many of the projects in the curriculum and work hard to plan and execute their designs. They are proud of the finished products and enjoy explaining how models work and how they were constructed. They work well in pairs of boys and girls or individually. Pupils' behaviour in lessons is very good. The ability of some older classes to concentrate and stay on task without deviation for over an hour is commendable.

153. A limited number of lessons were observed. Teaching was good or very good in these lessons. Planning was clear and the work planned was mostly based on aspects of other areas of the curriculum. Good teaching included high expectation of the quality of work done by the pupils. In the best teaching pupils were encouraged to extend their imagination without being influenced by the resources on display. The designs were made then resources found to complete the models. Some good shadow puppets were made which encouraged pupils to write a play.

154. The curriculum across the school has allowed a limited time for design technology. Each class works in depth on one project a term. This provides adequate coverage of the national curriculum and ensures suitable progression of skills across the year groups. Each project is adequately assessed.

155. The subject is very well led by a co-ordinator with excellent knowledge of the subject and

an enthusiasm for it that supports teachers and keeps design technology clearly focused in the curriculum. There has been significant improvement in the teaching of design technology and pupils' attainment since the last inspection. Resources are very good and very well stored, allowing staff easy access to a wide range of quality equipment. Informal monitoring of plans and pupils' work takes place, but not of the quality of teaching.

Geography

156. The standards achieved in geography are as expected for the age and ability of the pupils. This is similar to the findings of the last inspection. Pupils in Year 1 learn about their local environment and can identify features around the school by studying aerial photographs and maps. They can colour in the school, the main playground areas such as the wildlife garden, surrounding roads and houses. Pupils in Year 2 can draw a plan of a route to school and describe the journey using correct vocabulary. By the end of Key Stage 2 pupils have well-developed skills in reading and making maps and plans. Pupils can use coordinates confidently including four figure map references, they can understand scale and use a key to identify main landmarks on a map. They can understand how rivers affect the landscape and make relief maps to show a river and its tributaries as well as understanding the effects of deposition. Pupils study and compare locations in this country and abroad as seen in their work about a village in Pakistan that they contrast with the town of Swanage.

157. Progress is satisfactory overall and particularly good in map work as the studies older pupils undertake during their residential school journeys brings the whole aspect of mapping alive. It reinforces all the work and experiences they encounter as they progress through the school. Pupils with special educational needs also make appropriate progress by being given work closely matched to their abilities and understanding.

158. Pupils have good attitudes to the subject and enjoy the work provided. They have good relationships with their teachers and each other. Pupils in a Year 1 class who were studying a plan of the school were fascinated by the work and willingly gave each other good support in identifying features. All pupils behave well in lessons and handle resources very carefully. They work very well in pairs as was seen in a Year 5 lesson about co-ordinates where pupils worked very sensibly together and made many joint decisions without argument.

159. The quality of teaching is always satisfactory and mostly good. Teachers have a secure subject knowledge and plan work suitable for the age and ability of their pupils. They use resources well. Geography is not taught on a weekly basis, and this makes it particularly important to ensure that pupils have worthwhile experiences during their time in school. This requires good quality teaching, which ensures suitable standards. Teachers manage pupils well and this contributes to pupils' suitable levels of progress.

160. The co-ordinator has built up a stock of very good resources to support learning in geography. The quality and quantity of aerial photographs and maps of the local area are particularly effective in making the subject interesting and relevant to the pupils. The co-ordinator, by putting a clear scheme of work in place, has helped colleagues to ensure that geographical skills and knowledge are built on systematically as pupils move through the school. This is a significant improvement since the last inspection, which judged that there was insufficient planning for progression.

162.

162. **History**

161. Standards in history are above those expected for pupils at the end of both key stages. Few lessons in Key Stage 1 were observed. From samples of work, displays and pupils' work from the previous year, attainment was judged to be good. Pupils have developed an understanding of chronology from working back from the present to events they could recall or could find out about from family and friends. They could build up a time line, which included some events that would happen in the future. Much good use was made of the millennium and the unique position of Greenwich in the building of the Millennium Dome.

162. In Key Stage 2 pupils produce good work on the Tudors and demonstrate good knowledge of the period, the chronology and the features of the society at the time. Pupils make good investigations from portraits in the National Portrait Gallery, reference books, computer programs, postcards and posters. Good skills in literacy support research and enable pupils to have quick access to information in their research. Pupils organise their information into a structured work, producing good quality books to illustrate topics. The two-year curriculum cycle of history works efficiently. Pupils recall the work they completed earlier in Ancient Greece and placed the events in a chronological framework. Classes studying Britain since the 1930s used artefacts, posters, and stories told by adults about what life was like at that time.

163. Sound progress is made in Key Stage 1. Pupils build on what they already know and increase their knowledge, understanding and skills as they are faced with more complex projects to work on. Progress in Key Stage 2 is good. This is mainly due to very good teaching, good use of skills in literacy and information technology and the very good attitude pupils have to their work.

164. There is a good working atmosphere in classes. Pupils are enthusiastic about their work, co-operate well in groups and are proud of the work they produce. They use time well and complete work to a good standard in the time allocated for it. Behaviour in lessons is very good.

165. Teaching is good across the school and very good in the classes of older pupils. Planning is based on the scheme of work that is set out covering two-year periods. Resources are good and support pupils' learning and research work. Teachers have good subject knowledge and are able to challenge pupils with probing questions, and high expectations. Teachers plan an interesting programme of visits, which substantially enhances pupils' progress and interest in the subject. This is a good feature. Teachers make good use of homework, encouraging pupils to use the opportunity to get information from a wide range of sources.

166. The subject is well led. Resources are of good quality and easily accessible. History has a high profile in the school and is well integrated in good quality cross-curricular studies without watering down the history content of the curriculum. There has been an improvement in the curriculum and some planning since the last inspection.

168. Information technology

167. Pupils' attainment in information technology reaches the standards expected nationally by the end of both key stages. By the end of Key Stage 1 pupils draw confidently with a mouse, and have some initial word processing and drawing skills. By the end of Key Stage 2 many pupils use word processing skills independently. They word process drafts of stories and input data, such as

class heights, producing graphs and charts. Older pupils save and retrieve data independently. They use programs appropriately to give commands for the computer to make repeating patterns. Pupils use encyclopaedia programs effectively to find information, for example, on the Tudors in Year 6.

168. Pupils make satisfactory progress overall in both key stages, including those with special educational needs. They learn to use the mouse and draw and paint successfully on the computer. Pupils begin to use the computer to write and to practise mathematical skills. They also investigate control mechanisms, using programmable floor toys and models enthusiastically. They learn to use the listening centres confidently, listening to stories and tapes in small groups. There is good progress in Year 4, and these pupils are achieving more highly than most pupils their age. They are in line to achieve highly at the end of Key Stage 2.

169. Often pupils with access to computers at home, in both key stages, are very confident in handling the machines. They learn to use word processing programs at home and transfer these skills to school. However, pupils also have opportunities to learn word processing skills in school, particularly through the regular support of parent and adult voluntary helpers in Key Stage 2. These make a very valuable contribution to pupils' progress.

170. Pupils enjoy using the computer and other technology in the classroom. They concentrate well and co-operate with each other when the opportunity arises. Pupils generally take turns and are friendly and helpful. Behaviour is always good.

171. Teaching is good at both key stages. Teachers are confident and enthusiastic. They teach new skills carefully, giving pupils clear instructions, and keeping the lessons moving at a suitable pace. The new technology suite gives teachers good opportunities to teach the whole class and this enhances pupils' progress, rather than repeating instructions many times to pairs of pupils in the classroom. .

172. There is a subject policy and the school has a structured scheme of work to ensure that the skills in information technology are built up steadily and systematically throughout the key stages. Planning is satisfactory, giving clear guidance to teachers. The co-ordinator has a clear vision of the future developments and improvement in the school. However, there is little planned curriculum time to monitor teaching and learning, and to impact upon standards. With the introduction of new technology this is an important feature for the future.

173. The equipment available to extend pupils' skills is good for pupils this age, with the new technology suite, which has just become available. Access to the Internet and to email is not currently available, although this is planned for, along with more computers, from the local education authority. Resources have been improved substantially since the last inspection. As well as a suite of computers each class has a machine in the classroom and these are used well to support learning in various subjects, for example, mathematics.

Music

174. The standards achieved in music by the end of Key Stage 2 are excellent. All pupils exceed the standards expected for pupils this age. This is an improvement since the last inspection when standards were judged to be good. Standards at the end of Key Stage 1 are good.

175. Pupils in Key Stage 1 sing from memory tunefully and show good control of dynamics. They identify high and low sounds and use percussion instruments effectively to compose music to match a given mood such as gentle and relaxed. In Key Stage 2 pupils compose music with tremendous confidence and flair. Pupils in Year 6 compose music suited to the character of one of the wives of Henry the Eighth, develop the theme and perform it successfully. The quality of the singing of the older pupils is often breathtaking and the school band plays music which is both pleasing to the ear and technically of a high standard. All pupils in Key Stage 2 learn to play an instrument and to read standard musical notation. Those pupils who choose to have individual tuition in wind, brass or stringed instruments attain particularly high standards and make a significant contribution to the musical experiences of all pupils by sharing their expertise with fellow pupils in class lessons.

176. Progress is good in Key Stage 1, in singing with correct pitch, learning how to play tuned and untuned percussion instruments and in composing music. Progress in Key Stage 2 is excellent with all pupils developing their skills in composing and performing for a wide range of purposes and audiences. The specialist teaching which all pupils receive is a significant factor in the highly commendable progress they make. Pupils with special educational needs, given similar support, also make excellent progress.

177. Pupils show tremendous enjoyment in both listening to and making music. They work very well together in small groups when composing and give each other a great deal of support. This was very evident in a Year 4 lesson where pupils were recording their compositions developed over a number of weeks linked to their science work on electricity. The pupils produced very good quality work in their groups to represent a tour through the various rooms of a house. Good relationships are a strong feature of all lessons and pupils show a great deal of respect for the efforts of others. Pupils behave very well on all occasions.

178. The quality of teaching is very good with particularly good teaching by specialist teachers and instructors in Key Stage 2. Teachers are enthusiastic and create an excellent atmosphere for music making. They have the very highest expectations of both work and behaviour as seen in many lessons where pupils were trusted to work in areas not directly supervised by the teacher. Pupils continued to produce some exceptional work. Resources and accommodation are used particularly well to support learning and give the subject a very high profile in the school.

179. Pupils are given many opportunities to perform and listen to music both in school and at a variety of concerts and events. Older pupils perform in concerts throughout the year for parents and friends. Some of these concerts are in local schools and concert halls as well as in the school. The highly acclaimed school band performs on many occasions including the local music association concert. Pupils in Key Stage 1 attend the Royal Festival Hall to listen to the London Philharmonic Schools Concert and Year 6 pupils attend the Royal Artillery Band Concert. All Year 6 pupils also take part in a musical production in the school as part of their leavers' evening. Resources for music are very good and the accommodation in the music suite is excellent and used effectively. Together, these have a significant positive impact on the exceptional standards achieved.

181. **Physical education**

180. Standards in physical education at the end of both key stages are similar to those found in

most schools. Lessons were observed in dance, gymnastics and games, although not in all classes due to timetable arrangements. In gymnastics pupils design and execute controlled movements in line with expectations for their age. In games pupils show an understanding of the principles of team games and have the appropriate skills. In dance, pupils demonstrate satisfactory levels of control and standards of movement, but in Year 6 pupils have good levels of skills in country dancing. While attainment is average, the broad curriculum including dance-drama, country dancing and a wide range of team sports is effective in giving pupils a very positive experience of physical activity in the school.

181. The progress of pupils in physical education is satisfactory overall in both key stages. Pupils in dance consolidate existing skills and also extend their capacity to devise and perform their own dances, using recognised steps to music. In swimming, pupils develop basic swimming strokes and confidence in a programme commencing in Key Stage 2. In gymnastics, pupils extend their ability to develop, practise, and refine a series of movements, showing control and Cupertino appropriately. Progress is also satisfactory for pupils with special educational needs.

182. Pupils' response in physical education lessons is satisfactory. Pupils enjoy most of the activities and work to the best of their ability. They usually listen well to instructions and are conscious of safety requirements. Behaviour is good. Pupils work well in groups as well as individually.

183. The teaching of physical education is good overall, and particularly effective in Key Stage 2. Good teaching shows enthusiasm, and good subject knowledge. This means pupils know what they are to learn in the lesson, get a wide range of support in their learning, and make suitable progress. Teachers' planning is appropriate in most cases. Lessons are planned using the scheme adopted by the school, which take account of progression, enabling pupils to consolidate and build their confidence, in a variety of tasks. Most teachers pay appropriate attention to health and safety, and teachers have a satisfactory understanding of the subject. Assessment is informal, but mainly effective in lessons. The pace of lessons sometimes flags, but there is usually a good balance between planning and performance, although there is sometimes little time for evaluation. Pupils are used effectively as demonstrators, for example in gymnastics. Praise is used constructively to boost pupils' confidence.

184. There is a coherent policy and scheme of work for physical education. The co-ordinator has a satisfactory understanding of the requirements of the curriculum, but has little opportunity to monitor the curriculum and standards in the school.

185. Accommodation and resources for physical education are satisfactory. There is a hall for indoor activities, equipped with gymnastic apparatus. Whilst it is suitable in size, the large classes using it and other equipment stored in it, mean extra vigilance is required to ensure pupils' safety in lessons. Outdoor play areas are suitable for physical education with pupils this age, although lacking in grassed areas. There is appropriate access to other facilities locally such as the swimming pool.

186. Extra-curricular activities in sport are excellent. In this respect, the availability of a hall at lunchtimes is a great boost. After school there is a satisfactory range of team games activities, such as football and netball, for pupils in Key Stage 2. Other clubs run in the warmer weather, such as cricket and athletics. Pupils participate very successfully in local competitions and festivals. These extra-curricular clubs make a significant contribution to the levels pupils, who attend, achieve in physical education.

188. Religious education

187. Attainment in religious education is in line with the locally agreed syllabus at both key stages. This syllabus provides pupils with a comprehensive understanding of the world's major faiths. Pupils, including those with special educational needs, make satisfactory progress in their knowledge and understanding of religions and in the evaluation of religious and moral issues.

188. Throughout the school the pupils develop a sound knowledge of the major principles of Christianity. Visits to places of worship, including the local church, help pupils to gain a better understanding of Christian and other faiths. They ask questions to clarify the meaning of the events, showing their interest in learning. In Key Stage 2 the pupils learn about an appropriate range of world religions. They record significant historical events and are familiar with the names of leaders and gods in the major religions. They study life as a journey. The Year 6 pupils make very considered and meaningful contributions to discussions about Terry Waite and his period as a hostage. They relate it sensitively and maturely to their own experiences.

189. The pupils are interested in learning about religious events and the range of world religions. They talk with enthusiasm in assembly about some of the facts they learned when studying Islam, and are able to recall previous learning. Behaviour in class lessons is good.

190. The quality of teaching is good overall. Lessons are prepared effectively, and teachers have good subject knowledge. They generally follow the guidelines drawn from the agreed syllabus to plan an appropriate curriculum. The pupils are given opportunities to question when unsure of the meaning of events. Teachers plan good opportunities for pupils to experience some of the places of worship of the major faiths. Pupils visit the local church and other places such as the mosque. Visitors, such as the local priest, who come into lessons also help to enhance the progress pupils make. Teachers give good status to these visits and ensure that pupils gain substantially from them. Well-organised and interesting displays in a number of classes, sometimes incorporating artefacts, also show the value the school places on learning about other faiths and cultures.

191. The co-ordinator for religious education is available to support the teachers with a wide range of useful resources and information. This is an appropriate use of her good expertise. However, there is no time to monitor the standards of teaching and learning in the classes, which might help teachers to improve their teaching further.

192. While the previous inspection stated that standards were high in religious education, it also pointed out that a new agreed syllabus was awaited. This current locally agreed syllabus is a very broad and demanding curriculum, which the school endeavours to cover appropriately. This certainly gives pupils a broad and useful knowledge of religions today. Standards evaluated against this locally agreed syllabus are appropriate for the age of the pupils, but not necessarily lower than standards in the past, which were measured against a different, now outdated, older syllabus.

194. PART C: INSPECTION DATA

194. SUMMARY OF INSPECTION EVIDENCE

193. The inspection was undertaken by a team of five inspectors spending a total of 18 days in school.

During this time:

- .81 lessons in whole or in part across the age range were observed;
- .assemblies were attended;
- .registration periods in a variety of classes were seen;
- .the work of 3 pupils from each year, representing the range of ability in the school, was inspected;
- .pupils selected by teachers to represent the full range of age and attainment in the school were heard reading individually and their reading attainments assessed;
- .the headteacher, deputy headteacher, curriculum subject co-ordinators, teachers and support staff were interviewed, some a number of times;
- .there were discussions with governors, parents, pupils, secretary, site supervisor, and parent helpers;
- .the team inspected teachers' plans, policy documents, the school development plan and other documents supplied by the school;
- .attendance registers, records of pupils' progress and reports for parents were checked;
- .the internal accommodation and the external site were reviewed;
- .153 responses from parents' questionnaires were analysed along with the comments made by parents who attended the meeting with the registered inspector held prior to the inspection.

· **DATA AND INDICATORS**

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	289	2	80	26
Nursery	25	0	1	7
Unit/School				

· **Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	12.8
Number of pupils per qualified teacher:	22.58

· **Education support staff (YR – Y6)**

Total number of education support staff:	5
Total aggregate hours worked each week:	68.5

· **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	25

· **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	1
Total aggregate hours worked each week:	32.5
Average class size:	28.9

· **Financial data**

Financial year:	1999
	£
Total Income	686,477.00
Total Expenditure	672,421.00
Expenditure per pupil	2,031.48
Balance brought forward from previous year	66,210.00
Balance carried forward to next year	80,266.00

PARENTAL SURVEY

Number of questionnaires sent out:	289
Number of questionnaires returned:	153

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	67	32	1	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	44	50	2	3	1
The school handles complaints from parents well	18	44	24	5	1
The school gives me a clear understanding of what is taught	25	59	9	7	0
The school keeps me well informed about my child(ren)'s progress	27	58	10	4	1
The school enables my child(ren) to achieve a good standard of work	42	52	5	1	0
The school encourages children to get involved in more than just their daily lessons	54	39	4	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	30	54	10	5	1
The school's values and attitudes have a positive effect on my child(ren)	50	45	3	1	0
The school achieves high standards of good behaviour	55	40	5	0	0
My child(ren) like(s) school	61	36	2	1	0