

# INSPECTION REPORT

## **CUDHAM C of E PRIMARY SCHOOL**

Westerham, Kent

LEA area: London Borough of Bromley

Unique reference number: 101646

Headteacher: Mrs Gloria Richardson

Reporting inspector: Mrs Jane Lamb  
2153

Dates of inspection: 6 - 8 June 2000

Inspection number: 187175

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

© Crown copyright 2000

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Jail Lane Biggin Hill Westerham Kent
Postcode:	TN16 3AX
Telephone number:	01959 572673
Fax number:	01959 574798
Appropriate authority:	Governing body
Name of chair of governors:	Rev T Hatwell
Date of previous inspection:	26 - 28 February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Jane Lamb	Registered inspector	English	What sort of school is it?
		Information technology	How high are standards? a) The school's results and achievements
		Art	How well are pupils taught?
		Music	How well is the school led and managed?
		Religious education	What should the school do to improve further?
		Under fives	
		Equal opportunities	
		Pupils with English as an additional language	
Josephine Philbey	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
Margaret Warner	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils or students?
		Science	How well does the school care for its pupils?
		Design and technology	
		Geography	
		History	
		Physical education	
		Pupils with special educational needs	

The inspection contractor was:

Cambridge Education Associates Ltd  
Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7 - 10</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 <b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11 - 13</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13 - 15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15 - 17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>17 - 18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18 - 20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
 <b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21 - 24</b>
 <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25 - 35</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Cudham C of E Primary School is situated in the London Borough of Bromley near Biggin Hill and has 82 pupils on roll, 40 boys and 42 girls. It is a small, three class school which serves the areas of Cudham and Biggin Hill, from where most pupils come. The home socio-economic circumstances of the pupils are about average. There are very few pupils of other ethnic backgrounds and none currently has English as their additional language. The majority of pupils have attended the school's playgroup, which is on site. The children's attainment on entry is about average but varies greatly from year to year due to the very small numbers of pupils and the varied size of the intake. There are 41 pupils on the school's register of special educational needs, which is above average. During the inspectors' visit 6 children in the reception class were under five.

### **HOW GOOD THE SCHOOL IS**

This is an effective school with many good features. Overall, standards are in line with national expected levels, and teaching is almost always good with a significant proportion of very good teaching seen. The curriculum is broad, interesting and balanced. The school has high levels of care and concern for all its pupils. The committed leadership of the headteacher has resulted in very good relationships and a strong and cooperative team spirit among the staff. The school offers very sound value for money from the budget it receives.

#### **What the school does well**

- The very good relationships and the cooperative team spirit of the staff are particular strengths.
- The headteacher is dedicated, hard working and highly committed to the school.
- There are very good links with other small schools and local institutions.
- The quality of teaching is almost always good, with a significant number of very good lessons seen. Teachers plan for and manage the mixed age classes effectively.
- Pupils' personal development, attitudes and learning are clear strengths of the school.
- Pupils' behaviour is good and they are kindly and helpful.
- Provision for the pupils' spiritual, moral, social and cultural development is particularly good.
- The school offers a wide range of curricular opportunities at each key stage and a good range of extra curricular activities.
- The provision for religious education and physical education, particularly swimming, are strengths of the school.
- The school looks after its pupils particularly well and offers a very good level of care and concern.
- There is good provision for pupils with special educational needs which enables them to make good progress.

#### **What could be improved**

- Pupils' current attainment in English by the time they leave the school is below the levels expected nationally. Writing standards at Key Stage 1 are below average.
- The policies and guidance for English and mathematics are due for review in the light of the literacy and numeracy strategies and Curriculum 2000.
- Curriculum planning is not consistent throughout the school. There is good practice already in place in some classes, which could usefully be extended to the whole school.
- The assessment and monitoring policy is in draft form and has not yet been completed or fully implemented to draw together all the existing practice.
- There is no policy for provision for the under-fives in the reception class.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was inspected in February 1996. Since then, the school has made at least satisfactory improvement in the key issues for action identified and has made improvement also in the quality of teaching, the provision for physical education, information technology and religious education and in the development of the outside areas. The provision for pupils' personal development has also improved. The school is in a good position to improve further and meet its targets.

## STANDARDS

**As the group of pupils taking the end of 1999 National Curriculum tests at 11 is very small the table showing the standards achieved is omitted.**

In the National Curriculum tests at the age of 11 in 1999, pupils' attainment was below the national average in English and in mathematics and in science it was well below. Compared with similar schools, attainment was well below average in English and science and below average in mathematics. As the number of pupils taking the tests each year is very small the trend over four years is important. Results over the last four years show that English is close to the national average, mathematics is below the national average and science is well below, although standards in mathematics and science have recently improved.

At the age of 7 in the 1999 tests, pupils attained very high standards in reading and writing and well above average standards in mathematics. The reading and writing results are in the highest 5 per cent nationally. Compared with similar schools results were very high in reading and writing and well above average in mathematics. Over the last four years, however, the results are close to the national average in reading and writing and below average in mathematics.

Overall, except in English at the end of Key Stage 2, the current standards attained by the pupils are in line with those expected nationally and pupils' achievement is satisfactory. In English, however, by the time they leave the school they are below the national expected level. Writing standards at Key Stage 1 are also below average. In mathematics, science and all other subjects reported, they are in line with national expected levels, with above expected levels in science at Key Stage 1. Standards in religious education are above those expected by the locally agreed syllabus and pupils attain well above average standards in swimming. The school has set appropriate targets for the pupils and is close to attaining these, except in English at the end of Key Stage 2, where standards need to be improved.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils throughout the school have very positive attitudes to their work, and are enthusiastic, responsible and hardworking.
Behaviour, in and out of classrooms	The behaviour is good both in lessons and around the school. Pupils are generally courteous and helpful.
Personal development and relationships	These are particularly good; pupils are respectful, caring and responsible for their ages and relationships are strong.
Attendance	Attendance is in line with national averages and pupils are punctual.

All aspects of pupils' personal development and attitudes are well promoted by the school and are particularly good. The provision is also extremely good for pupils' spiritual, moral, social and cultural development. Pupils are enthusiastic, hard working and cooperative and have developed good levels of independence for their ages. Relationships are courteous, respectful of others and caring. Attendance is in line with national averages.

## TEACHING AND LEARNING

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

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



Teaching is at least satisfactory in all lessons and in 88 per cent of lessons it is good or better. 22 per cent of lessons were very good and of these 3 per cent were excellent. Teaching in English and mathematics is good. Particular strengths are the way in which the mixed age classes are organised, the good levels of teachers' expertise in subjects and their expectations, the good management of pupils, the particularly supportive relationships and the lively and well-paced teaching. Literacy and numeracy are both well taught and the needs of pupils, including those with special educational needs and high attainers are well catered for. The system of teachers' planning, while often good, is inconsistent. Pupils respond and learn well and are hard working, enthusiastic and able to concentrate well to complete their work. They are able to consolidate their existing learning into new work with confidence.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced, relevant and interesting at each key stage.
Provision for pupils with special educational needs	The good provision enables pupils to be fully included in the life of the school and to make good progress towards the targets set for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is particularly good and is a strength of the school. All aspects of pupils' spiritual, moral, social and cultural development are very well provided for.
How well the school cares for its pupils	The school cares very well for all its pupils and has high levels of concern for their welfare.

The school works well in partnership with parents and they are happy with the provision made. The school plans and teaches a lively and relevant curriculum, which enthuses the pupils well and covers fully all the requirements. There are particular strengths in the provision for religious education and physical education. The school knows the pupils very well and has very good levels of care and concern about their welfare.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school by the headteacher, deputy head, staff and governors are sound and effective. The very good relationships and the cooperative team spirit of the staff are particular strengths. The headteacher is dedicated, hard working and highly committed to the school.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well.
The school's evaluation of its performance	The monitoring and evaluation of the school's own performance is sound and lead to effective action being taken.
The strategic use of resources	These are used well to provide the best possible provision that the budget allows.

The staffing, accommodation and learning resources are adequate and used well by the school.

Particular strengths in the leadership and management of the school are the good levels of commitment by all staff, the good partnership and team spirit of the senior staff, the good involvement of the chair of governors and the hard work put into the school by all staff. The school now needs to

review policies for English and mathematics, draw up a policy for under-fives and draw together its

systems of assessment and monitoring into a cohesive policy. The school uses the principles of best value well in allocating the budget.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• Children are making good progress.</li><li>• Teaching is good.</li><li>• Parents are well informed.</li><li>• Parents are comfortable approaching the school.</li><li>• The school expects children to work hard.</li><li>• The school is well led and managed.</li></ul>	<ul style="list-style-type: none"><li>• Some parents felt less happy with the range of activities outside lessons.</li></ul>

The inspectors fully agree with the parents' positive views of the school and found that the range of extra curricular activities is good, particularly for a small school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

##### **National Curriculum test results**

1. The group of pupils taking the end of 1999 National Curriculum tests at 11 was very small and aspects of the table showing the standards achieved by individual pupils are therefore omitted.
2. Pupils' results in the National Curriculum tests at the age of 11 in 1999, were below the national average in English at both Level 4 and Level 5. In mathematics, they were well below average overall, but close to the national average at Level 4 and very low at Level 5. In science, they were well below the national average at both Level 4 and Level 5. Compared with similar schools, attainment was well below average in English and science and below average in mathematics.
3. As the number of pupils taking the tests each year is very small the trend in the school's results over the last four years is more important. Results over the last four years show that pupils' test results in English at the age of 11 are close to the national average, those in mathematics are below the national average and those in science are well below average. A trend for boys to attain higher standards than girls at 11 is shown by the test results over four years, but this was not shown in the current inspection findings.
4. At the age of 7, pupils' results in the 1999 tests showed that they attained very high standards in reading and writing at both Level 2 and Level 3. The reading and writing results are in the highest 5 per cent nationally. In mathematics, results were well above national averages, being very high at Level 2 and well above average at Level 3. Compared with similar schools, results were very high in reading and writing and well above average in mathematics.
5. Again, the numbers of pupils taking the tests each year at the age of 7 is very small, so the trend over the last four years is more important. Over the last four years, the results for 7 year-olds are close to the national average in reading and writing and below average in mathematics. There is also higher attainment by girls than boys over the last four years, particularly in reading and mathematics. This trend was not borne out in the inspection. The inspectors found that boys and girls attained generally equivalent standards.
6. In 1999 on the scoring system using average points for each level compared with similar schools, the 7 year olds attained results that are very high in reading and writing and above average in mathematics. The 11 year olds attained well below average results in English and mathematics and very low standards in science. The differences in attainment at the end of the two key stages are due to the differences in the numbers of pupils with special educational needs in the two year groups. Taking into account the above average numbers of pupils with special educational needs in English in some year groups, the pupils are achieving in line with schools with similar intakes, by the time they leave the school.
7. The school analyses the results of National Curriculum tests and teachers' assessments and matches teaching well to the pupils' individual needs. This analysis is used to set whole class, group and individual targets for improvement, which are then taught in lessons. This enables pupils of differing attainment to make sound or better progress. The school has also set appropriate targets to improve the attainment at Level 3 in reading, writing and mathematics and at Levels 4 and 5 in English, mathematics and science. The analyses have been also used to set future targets in National Curriculum tests over the next two years. These targets are appropriate to the different year groups and the school is making sound progress towards them.

##### **Standards achieved currently**

8. Children enter the school with attainment which is generally average overall, but which varies from above average attainment for some to below average attainment, particularly in language and social skills, for others. By the time they are five, children's attainment is in line with the desirable outcomes for their ages, and above average in their personal and social

development. The school has a higher than average number of pupils with special educational needs in each class and this factor has an important impact on the standards attained overall.

9. Inspection findings in English agree with the test result trends over the last four years at Key Stage 1. In English, by the time they are 7, pupils are attaining standards which are generally in line with national average standards, particularly in speaking, listening and reading and standards in writing which are just below average. There are above average numbers of pupils with special educational needs in the classes and pupils' achievement is often good. Pupils are responsive and interested listeners, can reasonably confidently use language to express their viewpoints and are able to use their reading skills across a wide range of activities. They enjoy books and their understanding of what they are reading is satisfactory. Written work is just below average, particularly in the correct use of spelling and punctuation but pupils are developing good cursive handwriting. Pupils' literacy skills are satisfactory and are well used.
10. By the time they leave the school at the age of 11, pupils are attaining generally average standards in speaking and listening but a significant minority are below expected levels in their reading comprehension skills and their use of correct grammar, spelling and punctuation in their writing. Standards of literacy skills are, therefore, below average because of the above average numbers of pupils with special educational needs in some year groups. There are above average numbers of pupils with special educational needs in most of the year groups. Pupils have made satisfactory or better progress in all aspects of English from their attainment on entry to school and from their attainment at Key Stage 1. The provision for and teaching of English and literacy are good and this also contributes to the standards in other subjects.
11. In mathematics, standards by the time the pupils leave the school are in line with expected levels, in all areas, with some pupils attaining good levels for their ages. Pupils are achieving satisfactorily in the light of their previous attainment and are using their numeracy skills well in other subjects. This attainment is across the range of mathematical activities. At age 7, pupils are also attaining standards in line with expected levels and are using their numeracy skills well in other subject areas. The good impact of the numeracy strategy is improving overall standards in mathematics and pupils' numeracy skills are satisfactory.
12. Attainment in all aspects of science is above expected levels at Key Stage 1 and in line with national expectations at Key Stage 2. Pupils are developing good investigation, enquiry and problem solving skills and show good independence in their learning. They are reporting their findings in a variety of ways and use their literacy skills well in this.
13. The provision for religious education is a strength of the school and pupils are attaining above the expected levels in all aspects of the locally agreed syllabus. They have good knowledge and understanding of Christianity and other world faiths and are able to apply the principles of religious belief to their own behaviour and lives.
14. In other curriculum areas, attainment is in line with expected levels in information technology, design and technology and music throughout the school and in history and geography at Key Stage 1. Standards in swimming are above expected levels throughout the school. Standards are not reported in art throughout the school and in history and geography at Key Stage 2. This is due to insufficient direct evidence because of the timetabling of the subjects. The school has set appropriate targets for the pupils in English, mathematics and science and is close to attaining these, except in English at the end of Key Stage 2, and writing at Key Stage 1, where standards need to be improved.
15. The achievement of pupils with special educational needs is good with regard to the progress they are making towards the targets set for them in their individual educational plans. There is good movement of pupils from the register of special educational needs when they have caught up. Pupils who have more specific needs either have a formal statement of need, or there is an application for one in progress. Good records are kept of the pupils' attainment and these are used to inform the planning of work, teaching and support for pupils.

## **Pupils' attitudes, values and personal development**

16. Pupils have good attitudes to school and their learning. Their personal development is often extremely good. This makes a positive contribution to the standards they achieve and reflects the findings of the previous inspection report.
17. The school has successfully developed good work habits in the pupils and they arrive at school prepared to work hard. Pupils want to achieve well and listen carefully to instructions given by their teachers. They are eager to contribute to discussions and to answer questions posed in lessons or during assemblies. Most pupils sustain their concentration until their task is completed and are able to work well unsupervised. This independence was particularly noticeable in Key Stage 2, where pupils tackled their work quietly and sensibly whilst their teacher was working with other age groups. Pupils are cheerful, friendly and polite and are pleased to show and discuss the results of their efforts with visitors. Parents are pleased with the values that their children learn whilst at school.
18. Pupils' behaviour is good. They behave well in the classrooms and move around the school building in a very orderly way. In the lunch hall, the atmosphere is congenial and is characterised by courtesy and good manners. Pupils play happily together at break times and particularly enjoy each other's company when playing on the apparatus in the field. Similarly, pupils behave well when using the swimming pool. They understand that care must be taken and adhere to the simple safety rules of the pool area. No harassment or bullying was observed during the inspection. There has been one pupil excluded over recent years.
19. Throughout the school, pupils form very good relationships with one another, and with teachers and adults. They are very sensitive and caring towards each other and have particularly good respect for the views and beliefs of others. Pupils warmly welcome newcomers to their classes. Older pupils ensure that the youngest children are well cared for at lunchtimes. Pupils work effectively both individually and collaboratively. On a number of occasions pupils were seen working well in pairs and in groups, on task projects and computers.
20. Pupils have a clear sense of responsibility. During the inspection they were seen tidying classrooms, returning registers, helping in assemblies and putting out the playground equipment. Pupils are encouraged to be part of the local community and give good support to local events and charities. The school's Colour Guard and maypole dancers are well known in the district. They perform at the local church fete and the Biggin Hill Festival. Pupils enjoy the responsibility of organising the Silver Fair held annually at the school, whilst older pupils organise their own stall at the Biggin Hill Festival.
21. Attendance throughout the school is satisfactory and in line with the national average. Unauthorised absence is also in line with the national average. Pupils arrive at school punctually and lessons start promptly.

## **HOW WELL ARE PUPILS TAUGHT?**

22. The overall quality of teaching is good, is a clear strength of the school and has a good impact on the pupils' learning and the satisfactory standards attained. The major strengths of the teaching are its consistency, the lack of any unsatisfactory teaching and the significant levels of very good teaching seen. The previous inspection found that teaching was satisfactory or better in most lessons, with some good lessons seen. The school has improved the consistency and quality of both teaching and pupils' learning since then.
23. Teaching in all lessons was satisfactory or better and in 88 per cent it was good or better; in 22 per cent of lessons very good or better teaching was seen, with 3 per cent of these lessons being excellent. The overall planning of lessons has improved also and the learning objectives are developed well. There are many strengths in the teaching and very few weaknesses and this good provision makes a significant contribution to the pupils' good learning and satisfactory or better attainment in most areas. This picture includes the teaching of under-fives in the reception class, which is satisfactory overall in all areas of learning, with some good teaching seen.
24. In the best lessons, teachers have very good subject knowledge and high expectations of pupils' work and behaviour. They also have very good classroom management skills,

particularly with mixed age ranges and there is good use of time and a brisk pace of learning. Relationships with pupils are extremely good and they are well supported and extended according to their needs and previous attainment. This includes pupils with special educational needs. Classroom assistants give effective help in lessons and are well deployed. A major strength of the best teaching is the confidence, liveliness and enthusiasm of the teachers, which encourage, interest and motivate the pupils well and extend their learning so that they are making good progress. Resources, including computers, are well used to support learning in lessons.

25. Teachers plan lessons well, with clearly identified learning objectives and with different work well matched to the previous attainment and needs of the pupils. The planning varies widely from class to class, although some very good planning is in place, which needs to be extended throughout the school. Information from assessment tasks and on-going assessment is well used, particularly in English, mathematics and science, to set targets for future learning.
26. Literacy teaching is good and this is having a significant impact on pupils' reading and writing in all subject areas. The teachers are also teaching the numeracy strategy well. Parents are generally well involved in the teaching of reading by hearing their children at home and some volunteers also come into school to hear readers. The school is successfully implementing both the literacy and numeracy strategies, which are well monitored by the headteacher and coordinators.
27. Teaching in English is good. The introduction of the literacy strategy has had a beneficial effect on teachers' expertise in the subject, which is now good. The targets set for pupils are challenging and teachers develop the literacy skills of pupils very well in other areas of the curriculum. The teaching of the mixed-age classes is very well managed. Sometimes, however, the need to focus on three different year groups limits the depth which the teachers can achieve, even in good lessons.
28. In mathematics, teaching is good and the mathematics scheme is being well utilised. The guidance and policy for teachers now needs updating, as the school has planned. The teaching of the numeracy strategy is now raising standards of pupils' mathematical and number skills and these are also used well in other lessons to promote further learning.
29. The teaching of science is good; short term planning identifies learning objectives for group work, which are well matched to pupils' previous learning. Pupils' testing, problem solving and investigative skills are developed well in lessons and they are encouraged to discuss their work and record their findings in a variety of ways.
30. The teaching of information technology is good with some examples of excellent teaching. There is a good balance between the direct teaching of skills and allowing pupils to use computers independently as part of their group work. The new computer suite has a good impact on large group teaching. Teachers are confident and plan for a variety of uses of computers in many different curriculum areas.
31. Teaching in religious education is always good with a majority of lessons being very good and links well to the locally agreed syllabus and the school assemblies. Particular strengths of the teaching are the enthusiasm of the teachers and the interesting range of activities taught, which make the subject interesting and enjoyable for the pupils.
32. Teaching is good in history, geography, physical education and design and technology at Key Stage 1 and in music throughout the school. Design and technology teaching at Key Stage 2 is satisfactory. Teaching was not observed in art throughout the school, or in history, geography and physical education at Key Stage 2, due to the timetabling of the subjects.
33. The teaching of pupils with special educational needs is good, both by class teachers and support staff and by the specialist part-time teacher. There is some specialist teaching in small groups for pupils who are withdrawn from their classes, this covers the work done by the other pupils.
34. Pupils' learning is good and they are confident and enthusiastic in using their previous knowledge, skills and understanding in new learning tasks. They have an appropriate understanding of their own progress for their ages. Their attitudes to work are also very good, they are hard working and responsible learners who cooperate well and share resources well with other pupils. The brisk pace of teaching in lessons has a major impact on the pace and

effort put in by the pupils, which is also good.

35. Higher and lower attaining pupils are learning at equally good rates of progress and the youngest pupils are well supported early on to acquire quickly literacy and numeracy skills and good learning habits which enable them to move on well later. This results from teachers' high expectations and the accuracy with which learning objectives are developed into classroom tasks.
36. Pupils with special educational needs learn well and are well integrated and happy in school. They cooperate well with others and contribute appropriately in lessons. They are making good progress towards the targets set for them. A good feature of their learning is the very good relationships with their teachers and support staff, who understand their needs well and have good expectations of them. The good additional support given by classroom assistants together with good class management skills ensures that pupils with more profound physical or emotional difficulties are able to join fully in the life of the school. Good teaching ensures that pupils with special educational needs have work that is well matched to their needs and they make good progress.
37. Homework is set appropriately and is generally linked to reading and mathematics and finding out information for topic work; this contributes to the satisfactory or better progress made by pupils.

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

38. The curriculum is broad, balanced, rich and relevant and fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The quality and range of learning opportunities are satisfactory for the under fives and good in Key Stages 1 and 2. The provision for the under-fives, whilst meeting the requirements of all the areas of learning for the age group, including only limited outside learning facilities and the children have restricted space in the small classroom. Particular strengths in provision at Key Stages 1 and 2 are information technology resources, religious education, the library, the learners' swimming pool and the outdoor facilities.
39. The school has developed a clear curriculum overview, which shows how the National Curriculum is covered in cycles to meet the needs of teaching mixed age classes. The teaching of design and technology was a key issue in the previous report. This has been addressed very well in Key Stage 1 but evidence in Key Stage 2 is more limited in terms of the first hand evidence seen during the inspection. Provision for the subject has improved, however, and teachers' planning demonstrates that it now meets requirements.
40. The school has satisfactory policies for all subjects and many have been revised in line with Curriculum 2000. The English, mathematics, history and geography policies are due for revision. The English and mathematics policies, in particular, need to be reviewed in the light of the literacy and numeracy strategies as well as Curriculum 2000, to ensure that teachers receive the best possible support. Whilst the school has no schemes of work customised for the needs of its particular pupils, the Quality and Curriculum Authority guidelines are used well for most subjects and are supplemented by published schemes for literacy, numeracy and mathematics, and science. There is no policy for under-fives and this needs to be addressed in the light of the Early Learning Goals for this age group.
41. The national literacy and numeracy strategies have been implemented well both in the specific lessons and across other subjects of the curriculum.
42. The school provides a good range of extra-curricular activities, which include cycling, information technology, French, gymnastics, netball, football, Colour Guard, maypole dancing and swimming. The headteacher, teachers, parents and professional sports people take these clubs. This range is particularly good for a small school. In June and July the swimming pool is also open for pupils after school. During the inspection about thirty pupils enjoyed the use of the pool after school, supervised by their parents. Swimming standards are high because swimming facilities are available during and after school hours. The Colour Guard also met during the week of the inspection and have won second and third prizes in recent national competitions.

43. Provision for pupils with special educational needs is good. Teachers are quick to identify needs, work in class is matched well to pupils' different attainment and there are good procedures for withdrawal. This results in pupils either being taken off the special needs register, because their particular need has been addressed, or further support being given. The school is very conscientious in identifying and supporting pupils with special educational needs. There is good equality of access and opportunity for all pupils.
44. The school provides well for pupils' personal development. There is no specific personal and social education programme but all areas are dealt with well, either within the science curriculum or in the general life of the school. Drugs awareness is also covered well. Teachers are knowledgeable and visitors contribute to specific sessions. Sex education and health education are planned for within the science curriculum.
45. Provision for pupils' spiritual, moral, social and cultural development is very good. Assemblies and religious education lessons provide the main focus for spiritual and moral development. They are planned well, are taken by different people each weekday and include a time for prayer and the singing of hymns. Pupils are reverent in prayer and join in the singing with enthusiasm. During the week of the inspection the visiting minister talked to pupils about the coming of the Holy Spirit at Pentecost and how there were to be special celebrations this year. Music is played as the pupils arrive and leave and this creates a reflective atmosphere. Pupils' spiritual development is also promoted well through religious education lessons and is evident in the sensitive poetry they write and in their appreciation of art and music. For example, they listen to music well in lessons and appreciate the fact that composers often 'paint a picture' with their compositions.
46. Moral development is promoted very well, particularly through the assemblies, and in the everyday life of the school. Classrooms have agreed rules displayed and pupils are often reminded about 'what the rule is' for an activity. During the inspection, teaching about the impact of the Ten Commandments on living was also seen. Pupils show a concern for moral issues and write about them in their English lessons. Drama is also often used to consider moral issues based on religious education.
47. Provision for pupils' social development is also very good. Pupils in Year 6 are given specific jobs and take their responsibilities seriously. They prepare the hall for assembly, put the apparatus out for physical educational lessons, keep the equipment store tidy and check the school gates and field for safety and usability. Pupils mix well with each other and older pupils show care and concern for younger ones. This is particularly evident in classes where the mixed ages have to consider those younger or older than themselves.
48. Provision for pupils' cultural development is very good. Pupils learn about their own culture through art, music, maypole and folk dancing. They visit such places as the Portrait Gallery to see paintings, St Paul's Cathedral for a Christingle service, the National Theatre to see a play and the London Museum to view the World War 2 gallery. A variety of concerts have been given at the school; such as an electronic concert, a performance by a string quartet and a cellist and a violinist. In reception year pupils have a good repertoire of simple number songs related to different subject areas and languages such as Swahili, Mandarin, French and Welsh. The school also celebrates other cultural festivals such as Chinese New Year. A visit to the Dome is planned for later this term.
49. The school has good links with one of the churches and with the community. Pupils attend the church for Christmas and Easter services and also attend services at Rochester cathedral. In geography, they study the local area of Cudham village as well as Biggin Hill. The school is used well by the community outside school hours.
50. The school has very good links with other schools. It is part of a cluster of small schools as well as part of the cluster of local primary and secondary schools. The governors of the small schools cluster meet regularly, social evenings are arranged for governors, and staff and the headteachers, deputy heads and special needs co-ordinators each have termly meetings together. The small schools' cluster organise a shared country dance day and infant sports day. After Year 6 have taken their end of key stage national tests, a Year 6 small school's day is arranged including, for example, music, dance, mathematics and science.



## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

51. The school looks after its pupils particularly well, offers a very good level of care and concern, and has maintained the good practice identified in the previous inspection. The small size of the school means that pupils are known individually by all the staff, who monitor their personal development well, providing very good individual support and guidance. Procedures are very good. This is particularly evident in the school's procedures for referring and providing for pupils with special educational needs. The support and guidance pupils receive through withdrawal groups and through work being matched well to their different attainments, ensure that satisfactory or good progress is made in lessons, even when there are three different age groups.
52. Procedures for assessing pupils' academic performance are good. The assessment and monitoring policy is in draft form, however, and does not yet draw together all the existing practice into a whole school approach in order to enable teachers to implement it consistently across the school. The monitoring of pupils' progress by individual teachers is good. Teachers use day to day assessments effectively to help them plan and provide well-matched work for the pupils. This has a good impact on the pupils' academic performance. The detailed analysis of formal tests is satisfactory.
53. The monitoring of pupils' attendance is good, with computerised systems in place and lateness and absences followed up quickly if the school has a concern. The school works closely with the Education Welfare Officer. Unauthorised absence occasionally adversely affects the progress of pupils with special educational needs.
54. Outside play is supervised well and safety is a priority of the school which is situated at the bend of a potentially dangerous small road with no footpath.
55. All staff are familiar with the procedures for child protection and the headteacher is the named responsible person. Procedures are very good; all staff have attended training and the headteacher is particularly familiar with procedures. The school follows the borough's stated procedures and information about these is readily available to staff.
56. The school is small enough to be able to monitor and eliminate signs of oppressive behaviour very quickly. Staff and pupils are well supported, if needed, by the behaviour support teacher from the local educational authority, who has good levels of expertise and knowledge.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

57. The school has successfully maintained the positive relationships with parents reported in the previous inspection. Parents appreciate the commitment of the headteacher and her staff and what the school seeks to achieve for their children. Parents report that they are welcomed into school and are confident, that if there is a concern, staff will see them immediately and resolve any problems quickly. Parents are satisfied with the standards achieved and what the school provides.
58. The quality of information provided for parents is satisfactory. The school ensures that all new parents have a chance to see the school in action, attend an information meeting and receive an induction pamphlet. Parents are most appreciative of the regular newsletters that keep them in touch with information about school events and activities. Parents of younger pupils are advised of curriculum information through notice boards outside classrooms. Parents of older pupils rely on their children to inform them about the work they are doing. The school has had curriculum meetings to help raise parent's awareness of the literacy hour and the teaching of science and information technology. These meetings, however, have been poorly attended.
59. The school's prospectus is informative and easy to read though lacking some minor items of information. The Annual Governor's Report to Parents is comprehensive and friendly in tone. Each term parents have the opportunity to see their children's class teacher at a consultation evening to discuss progress. Parents expressed satisfaction with the pupils' annual reports, which meet statutory requirements. These reports give sufficient information to enable parents to understand the progress their children are making in all aspects of their work.
60. Parents are actively encouraged to be involved in the life of the school and have been sent

home/school agreements for their signature. Unfortunately, few have been returned.. Parents are encouraged to read with their children at home. The school values the parent helpers who volunteer to help in the classrooms with reading, cookery and art and design work. A few parents are involved in helping with after school activities. The school invites parents to attend special assemblies and festivals. The school appreciates the work of the Friends of Cudham School Association who organise fundraising events and activities. The association tries hard to encourage parents to support their efforts. The Christmas Fair is one of the more successful events and each year substantial funds are raised to help provide the school with much needed resources.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

61. The leadership and management of the school by the headteacher, deputy head, staff and governors is effective in all aspects. The very good relationships between the headteacher and staff and their cooperative team spirit are particular strengths. The headteacher is dedicated, hard working and highly committed to the school. She is very ably supported by the deputy head and senior staff, and there is a good partnership also between the headteacher and the Chair of Governors, who is well involved in the life of the school. All staff and governors have a shared vision for the welfare and care of the pupils and work well together to promote their best interests and achievement.
62. There have been two staffing changes over the last year which have resulted in the headteacher taking a Key Stage 2 class for two days a week, with a temporary teacher on the other days, to ensure that standards are maintained. This has successfully enabled the school to maintain good standards of teaching and learning throughout. The headteacher has also resumed responsibility for the coordination of some additional curriculum subjects in the absence of a permanent member of staff. This situation is temporary and should be soon resolved, but has placed a heavy burden on her time. Despite this, the school continues to meet its aims, and runs smoothly and efficiently. The promotion of improving standards and effective teaching and learning has continued well; although some of the monitoring time of the headteacher has been temporarily curtailed by her current teaching duties.
63. The expectations and overview of the senior management team and governors make a major contribution to the levels of achievement by the pupils. The headteacher and deputy head have built a small but effective team of staff who are well involved in promoting good standards and overseeing the work of the school to improve it further for the benefit of the pupils. The headteacher, in particular, is effective and committed in her leadership of school initiatives and her quest for school improvement. The very able and experienced deputy headteacher is fully involved in this leadership and undertakes the responsibilities delegated to her well. The efficient and friendly administrative staff also contribute well, and there are good systems in place which allow the school to run smoothly.
64. There are positive links with the governing body, which is supportive and involved. A number of governors visit the school regularly and newly appointed governors are receiving good levels of training from the Local Education Authority. There are appropriate governor committees and this ensures that the statutory duties of the governors are fully met. There are regular and informative reports to the governors by the headteacher and other staff and this ensures that  
  
the governing body is fully involved in the educational decision making and improvement of the school.
65. The school development plan covers three years, but is updated regularly following the annual review by the headteacher and local advisor. Targets fully reflect those of the Local Authority education development plan and are appropriate to maintain and improve standards throughout the school. The plan is closely linked to the school's budget and educational priorities are clearly costed, with manageable timescales for action.
66. The school has put in place good systems of assessing standards of work, and the monitoring of teaching and learning by the headteacher, governors, and senior staff is satisfactory. These provide a good range of assessment data and information, which are used well to set school, class and individual pupils' targets. There is a strong sense of partnership in sharing and analysing information to improve teaching and learning. The school is successful in meeting its

own targets and these are appropriate and also challenging. There is a draft assessment and monitoring policy in place which aims to draw together all the strands of the assessment and monitoring process. This now needs to be finalised and implemented to ensure that the systems in place form a cohesive and systematic process which is easy for the school to manage.

67. The governing body is fully involved in the setting of strategic objectives and has a good understanding of the strengths of the school and any areas for development. The governors are led by a Chair of Governors who has strong commitment and good levels of expertise; this makes a valuable contribution to the life of the school. Governors participate fully in the educational direction of the school and make prudent judgements related to the school's priorities and spending. The governors are carrying forward money to improve staffing levels and are hoping to employ another teacher to make four classes. The specific grants received are clearly focused on the intended pupils and spending decisions are linked fully to the identified educational priorities in the school development plan.
68. The school's systems for financial planning are good. They involve discussions at management level before decisions are made and refer to the annual review. Educational priorities are then identified in the school development plan, as are financial and time implications. The implementation of the literacy and numeracy strategies, and the initiative for information technology, have had major budget implications for the school over the last two years. Governors are involved in taking a positive, strategic role in planning and monitoring the use of financial resources and discussing ways of achieving best value. Money allocated for specific purposes is used effectively. Funding for special educational needs is well directed to the targeted pupils and effectively used.
69. Many of the school's curriculum subject policies have been revised in the light of Curriculum 2000 and these now offer good guidance to teachers. The policies for English and mathematics now need to be revised in the light of the literacy and numeracy strategies and Curriculum 2000, as the school has planned.
70. The resources available to the school are effectively managed and used well to improve the provision further. Staffing levels are adequate for the school and all staff are well qualified to teach the age range. Teachers and support staff are well deployed to ensure that all pupils' needs are met, and that class sizes are small enough. The outside play area and toilet accommodation have been improved well since the last inspection. The inside accommodation is adequate, well maintained and well used, although some classrooms are small for the mixed-age classes. The outside provision is very good and includes a large field, woodland and safe pond area, an outdoor heated swimming pool and well-developed safe play areas. The learning resources are at least adequate to teach all subjects, and are good in information technology. They are of good quality and are well used. The resources have a good impact on the quality of provision, teaching and learning.
71. The management of special educational needs is good and the provision for these pupils is also good, allowing pupils to make effective progress towards the targets set for them. The newly appointed coordinator is well experienced and qualified. Support for pupils with special educational needs is well organised and effective and their individual plans are detailed. The policy fully complies with the Code of Practice and has been recently reviewed. Resources for these pupils are good and they are fully included in the life of the school.
72. The school compares its performance closely with that of other local small schools and there are very good links with other schools and institutions. This ensures that there is constant challenge to improve further. There is effective use of the resources available and the school uses the principles of best value well and offers very sound value for money from the budget it receives.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

73. To improve the standards of work and the quality of education provided, the governors, headteacher and staff need to:
  - (1) improve standards in English in Key Stage 2 and writing at Key Stage 1 by:
    - continuing to improve the quality of written work, particularly in accuracy,

- punctuation and the consistent and correct use of grammar,
  - developing further the higher comprehension skills of readers at Key Stage 2, (paragraphs 83 and 84. )
- (2) review the policies and guidance for English and mathematics in the light of the strategies for literacy and numeracy and Curriculum 2000, as planned, (paragraph 69)
  - (3) develop further the system of curriculum planning so that it is consistent and reflects the best practice already in place, (paragraph 25)
  - (4) complete and implement the draft policy for assessment and monitoring so that it draws together all the existing practice into a cohesive system, (paragraph 66 )
  - (5) draw up a policy for provision for the under-fives to reflect the Early Learning Goals for the Foundation year. (paragraph 75 )

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed; 4 were ungraded for teaching

36

Number of discussions with staff, governors, other adults and pupils

20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	6	21	4	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	82
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	41

#### English as an additional language

	Nursery	No of pupils
Number of pupils with English as an additional language	0	0

#### Pupil mobility in the last school year

	Nursery	No of pupils
Pupils who joined the school other than at the usual time of first admission	0	7
Pupils who left the school other than at the usual time of leaving	0	12

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

As the group of pupils taking the end of Key Stages 1 and 2 National Curriculum tests in 1999 is very small the table showing the standards achieved is partially omitted, and only percentages of pupils are included.

### ***Attainment at the end of Key Stage 1***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	2	7	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	100 (57)	100 (71)	100 (71)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	100 (71)	100 (71)	100 (100)
	National	82 (81)	86 (85 )	87 (86 )

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

### ***Attainment at the end of Key Stage 2***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	4	10

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	60 (83)	70 (67)	70 (67)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	60 (67)	60 (66)	80 (67)
	National	68 (65)	69 (65)	75 (71)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	78
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

## Teachers and classes

### Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	31.5:1
Average class size	27.3

### Education support staff: YR - Y6

Total number of education support staff	1.5
Total aggregate hours worked per week	38

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
--------------------------------	---

*FTE means full-time equivalent.*

## Financial information

Financial year	1998/9
----------------	--------

	£
Total income	226411
Total expenditure	216062
Expenditure per pupil	3087
Balance brought forward from previous year	2018
Balance carried forward to next year	12367

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	82
Number of questionnaires returned	53

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	0	0
My child is making good progress in school.	51	38	11	0	0
Behaviour in the school is good.	34	62	4	0	0
My child gets the right amount of work to do at home.	32	58	2	2	6
The teaching is good.	60	40	0	0	0
I am kept well informed about how my child is getting on.	53	38	6	2	2
I would feel comfortable about approaching the school with questions or a problem.	64	26	9	0	0
The school expects my child to work hard and achieve his or her best.	62	34	4	0	0
The school works closely with parents.	43	47	9	0	0
The school is well led and managed.	55	38	6	0	2
The school is helping my child become mature and responsible.	42	47	6	0	6
The school provides an interesting range of activities outside lessons.	21	45	19	6	9



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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

74. During the inspectors' visit there were six children under five in the mixed age reception and Year 1 class. By the time they are five, they are reaching the desirable outcomes for learning in all areas and are also developing good learning skills. Their personal and social development is also good. The teaching of under fives is always at least satisfactory and sometimes good and children are achieving well and respond well to the mixed age class and the teaching.
75. When the children start in the school they have mostly had the advantage of time in the school's playgroup and have broadly average levels of attainment for their ages. There is, however, a very wide diversity both in the size of the intake each year and in the attainment levels of the children. There are also above average numbers of children with special educational needs and the school identifies and supports these children at an early stage, so that they make good progress. The curriculum covers the areas of learning satisfactorily although there is no policy for provision for the under-fives. Training will be undertaken by the teacher within the next term in the new curriculum related to the Early Learning Goals for children in the foundation stage. The school then plans to introduce a policy for this area of provision.
76. In language and literacy, children are attaining in line with the desirable outcomes by the time they are five. Due to the satisfactory teaching, the reception children have at least satisfactory attainment in language and literacy. They are responsive listeners, and are able to discuss and articulate suggestions and answers. They are keen to explain what they are doing and are encouraged to explain their ideas. For instance, when discussing photographs of the local area, they talk about features that they have seen. There is good encouragement for literacy, which results in appropriate progress. For instance, children learn sounds and blends and rhyming words. They have good opportunities to extend their early writing skills. Children enjoy books and can understand stories and share them with others. The introduction of the literacy hour in the reception class has resulted in good understanding of spelling patterns and simple grammatical conventions. Children listen well and readily answer questions, although they cannot yet always fully explain what they mean or express their ideas. They are experiencing a variety of different books and stories and are starting to gain pleasure from them as well as their early reading and writing skills.
77. The quality of teaching of mathematics for the under-fives in the reception class is very good. Children reach the desirable outcomes for learning in mathematics and in some aspects they surpass them. They are learning how to count up to 20 and some can add small numbers and are starting to record what they do. They have good concepts of full and empty and a developing awareness of capacity when filling containers with water and sand. There is good development of mathematics in other activities such as music and science and children are using their early numeracy skills well.
78. Children gain satisfactory knowledge and understanding from the activities and topics they learn about in school. This area is taught well. By the time they are five, children are meeting the desirable outcomes in their knowledge and understanding of the world. They are beginning to understand the past and present and are developing awareness of the geography of their homes, school and the surrounding area. Many children have good skills in using computers; for example, in the literacy lessons. Children are developing an awareness of different materials and their properties in their investigative work in sand and water. They are able to make simple face designs using salad vegetables and can also use tools sensibly with some help.
79. By the age of five, children have physical skills in line with the desirable outcomes as a result of the satisfactory teaching by the class teacher. Clear instructions and a suitable range of activities enable the children to achieve at an appropriate level. They move sensibly around the field showing good awareness of space and hop, run and jump confidently. During the summer term, they are able to use the school outdoor swimming pool to extend their physical skills and they make good progress. There is lack of direct access to the outside areas, which means that the teacher has to take all the class outside for any outdoor activities; this limits the children's independent choice of outside learning opportunities. Satisfactory skills are evident

in using pencils, scissors, plastic knives to cut vegetables, with adult help, and in their handling of materials.

80. The creative development of reception children is promoted through art, music, and role play activities. They sing very well with the rest of the school and know a good range of songs and number rhymes, some in other languages. They are confident and enthusiastic in their performance. They learn how to use different techniques and media such as pastel and paint and begin to represent what they have observed. They had made very good attempts at designing and drawing their own school shield as part of their work in religious education. At playtimes, the children showed good imagination in role-play and were able to sustain this. Teaching of creative activities is at least satisfactory and good in music. By the time they are five children are meeting the desirable outcomes for learning.
81. The teaching of children's personal and social development is good and this is well promoted through all aspects of school life. Teachers have good relationships with the children and are supportive and caring. The teacher uses time well, creating a learning atmosphere that promotes good behaviour, independence and a positive attitude to learning in the children. Children are enthusiastic, concentrate well and as they reach the age of five, are becoming increasingly independent, which has a good impact on their learning. They cooperate well with each other and are kindly and concerned for others.
82. The previous inspection report did not make a judgement on the provision for under-fives so no comparison on improvement can be made.

## **ENGLISH**

83. By the time they leave the school at 11, pupils are attaining standards below those expected nationally, particularly in the accuracy of their written work and their development of higher reading comprehension skills. There are above average numbers of pupils with special educational needs, particularly in their English work, across many of the year groups, which is a significant contributory factor to these standards.
84. At the age of 7, pupils are attaining standards that are close to the national expected levels in speaking, listening and reading but just below expected levels in their written work and use of their knowledge of spelling. Pupils throughout the key stage are good listeners, their speaking skills are satisfactory and their handwriting and presentation are good. The standards of literacy are satisfactory and well used. The school promotes a wide range of English activities and is particularly strong in the standards achieved in expressive and creative writing. Pupils are achieving well from their previous levels of attainment, including pupils who have special educational needs and higher attaining pupils. Although some evidence of lower attainment by girls was seen in the National Curriculum test results over the last four years; this was not seen by the inspectors. Boys and girls are currently attaining equally well.
85. In the national tests over the last four years the trend has been for pupils at both 7 and 11 to attain results which are close to the national average, although the pupils' results vary a great deal from year to year due to the small numbers taking the tests. In the 1999 English tests, pupils at 11 attained standards which were below average and well below pupils in similar schools. The percentage of pupils attaining both Level 4 and Level 5 was well below average. At the age of 7, pupils were attaining standards in reading and writing which were very high, both compared with the national average and those of similar schools. These results were among the top 5 per cent in the country.
86. By the time they are seven, pupils are able to listen with interest and understanding and respond well. They are good at understanding instructions and generally listen politely to the viewpoints of others. Pupils are able to speak with satisfactory levels of fluency, and are beginning to be able to justify their viewpoints. Teachers give the pupils good opportunities in lessons to be involved in discussions about their work, which enhances learning well, particularly in the literacy hour. They are generally accurate in their reading and enjoy books. They are using a variety of reading strategies including phonics and the context of the text, to

read unfamiliar words. Although their expressive writing is well developed, such as in their imaginative class poetry anthologies, they are less accurate in their correct use of spelling and

punctuation and in correcting their own mistakes.

87. By the age of 11, pupils are generally using their speaking and listening skills confidently in discussion and debate and this is encouraged well by the school in many lessons. The overall literacy skills are, however, below average. They have generally appropriate levels of vocabulary and standard English development for their ages and are starting to speak for a variety of audiences. They are responsive listeners and respect and acknowledge the views of others well. Their reading is satisfactory in fluency and accuracy, and they are able to understand the main ideas and characters of a book, but a majority of pupils have less developed understanding of more subtle meanings, although some pupils exceed these levels. There are many strengths in their written work, including well developed handwriting skills and lively and interesting expressive writing. There is some underachievement, however, in the accuracy with which pupils write, and their use of correct spelling and punctuation. This limits the attainment of some pupils. Taking account of the above average levels of pupils with special educational needs, however, the pupils are achieving satisfactorily or better from their previous levels of attainment. Pupils in Year 3 are attaining well above average standards in all aspects of English. Those in Years 4 and 5 are attaining close to national expected standards in speaking, listening and reading but some attain below average standards in their written work and comprehension skills.
88. Pupils throughout the school are given good opportunities for writing for a variety of purposes in other subjects such as history, geography, religious education and science. The school has identified the further improvement of writing skills as an area for development, following the analysis of tests and pupils' work.
89. Pupils' learning in English is good, and reflects the good quality of teaching seen. Most pupils start school with average levels of language, although a minority is below this level. Teachers offer good opportunities for pupils to consolidate their existing skills through the skilful use of questioning to ascertain pupils' understanding and extend their learning. Pupils are making generally sound or better progress throughout the school in building upon their existing knowledge and understanding. Those with special educational needs are well supported to make good progress and start to catch up. The school sets appropriate targets for pupils to ensure that they are extended, this includes higher attaining pupils who learn well.
90. The teaching of English throughout the school is good and there were no unsatisfactory lessons. Teachers' good knowledge and understanding have been enhanced by the introduction of the literacy strategy and they have received sound levels of support and training. Classroom organisation and the content of lessons are good, as are the supportive relationships with the pupils and expectations of their work and behaviour. The teaching of literacy in the mixed age classes is well organised and managed. Teachers generally encourage a brisk pace of learning and use questions productively to move the learning forward and consolidate previous learning. Teachers' medium and long-term planning is generally good and this is fully implemented in lessons. The system of planning is not yet consistent throughout the school and this development would enhance the overall planning, particularly as three year groups are sometimes planned for in one class. Lesson plans identify the specific learning objectives for the group work, linked to assessment information. Classroom support staff are well used to support individual pupils and group work. In the best lessons, the presentation of the whole-class session is clear and lively, pupils are kept interested and involved and teachers maintain a very good pace while still enabling pupils to contribute to the discussion. Teachers' assessment procedures are good and the information from these is used well to set targets for pupils and inform future teaching.
91. Pupils' attitudes to their work in English are very good and they are well behaved and hard working. They enjoy their lessons, settle to work well and are interested and involved. Pupils can sustain concentration well and can work well independently while their teacher is with another group. Pupils are friendly towards each other and cooperate well in their groups. They are generally confident in using their literacy skills in a wide range of situations. They are competent and independent in using computers to support their learning.

92. The school has successfully implemented the literacy hour and literacy is also developed well within other subject areas such as mathematics, information technology, history, geography, religious education and science. Planning for literacy is often good but is not consistent throughout the school. Teachers are confident in teaching the literacy hour and manage the mixed age ranges well. The need to focus on the different age groups within lessons sometimes limits the focus and depth of the teaching, particularly for older pupils, within the time available. Parents and governors have been well informed and parents are well involved in helping their children at home. Homework is satisfactorily set.
93. There is a dated policy for English and the school is working directly from the national guidance for the literacy strategy and a published scheme. The policy and guidance now needs to be updated to include the literacy strategy and Curriculum 2000. The subject is well led by a new coordinator who has a good level of understanding and enthusiasm. Monitoring of standards and teaching is generally good. This has a good impact on improving both teachers' and pupils' performance. The resources for the subject are satisfactory and these are well managed and accessible. There is good provision for information technology. The library has been recently redeveloped and is attractive, well used and well stocked. The subject makes a good contribution to the spiritual and cultural development of the pupils; for example, in the development of poetry writing and appreciation. The school has made satisfactory improvement since the previous inspection in the teaching standards, the implementation of the literacy strategy and the improvement in resources, including computers.

## **MATHEMATICS**

94. By the time they leave the school at the end of Key Stage 2 at age 11, pupils are currently reaching standards in mathematics which are in line with expected levels, overall. The small numbers of pupils in a year group make realistic comparisons between different years difficult. The trend over the last four years, however, is that pupils' test results are below average national levels. The present attainment of pupils is above this and is similar to that reported in the previous inspection. By the age of 7, at the end of Key Stage 1, the majority of pupils are reaching standards in line with expected levels and some pupils achieve above this level. This is in line with the trend over the last four years, where pupils attain about average standards in the national tests. Pupils with special educational needs are making good progress towards the targets set for them. Pupils throughout the school are also using their satisfactory or better numeracy skills well in other lessons.
95. Pupils' attainment in mathematics at the end of Key Stage 1 in the 1999 National Curriculum tests, was very high in comparison with the national average. This was much higher than the previous inspection when attainment was average. In 1999, at the end of Key Stage 1, National Curriculum tests results indicated that 100% of the pupils achieved level 2 or above, which was very high, and 89% reached Level 3, which was well above the national average. In 1999, at the end of Key Stage 2, the National Curriculum test indicated that 70% of the pupils achieved Level 4 or above, which was close to the national average. No pupil reached Level 5, which was very low compared with the national average. Overall, pupils at the end of Key Stage 2 reached well below the national average and below that of similar schools. A significant factor in the different results was the different numbers of pupils who had special educational needs in the two year groups.
96. From the current inspection evidence, pupils in Key Stage 1 are reaching expected standards, with some pupils achieving higher than that, particularly in number work. Pupils reach expected standards when solving problems and when working at measurement, shape or space. They record data using block graphs, can add money to £1, know the hours and half hours on a digital and analogue clock and are aware of lines of symmetry and the names of two dimensional shapes. They have a good understanding of units of measurement and the meaning of clockwise, anticlockwise and right angles.
97. By the end of Key Stage 2, pupils have made appropriate progress and standards are in line with expected levels. Year 3 pupils reach above average levels with ease. For example, they complete investigations well, know the meaning of signs for greater and less than and work out money sums to two decimal points. The majority of Year 4 pupils are reaching average standards, but not all do so. While the majority of Year 5 pupils reach average levels there is a substantial number who reach above average levels. They can solve problems, work out simple areas and perimeters and recognise three dimensional shapes. In Year 6, higher

attaining pupils are confident and can work accurately. The majority reach expected levels, with some attaining higher. A few pupils achieve below this level. Most pupils have a good understanding of fractions and their relationship to decimals. They can solve problems using percentages, have some understanding of probability and use decision trees to find answers.

98. Pupils' learning and progress at Key Stage 1 are good overall. Their attitudes are good: they listen well, are keen to volunteer answers, remember to put their hands up and behave well. Lower attaining pupils and those with special educational needs in Year 1, work at levels appropriate to their prior attainment and make good progress. At Key Stage 2 pupils' learning is good and in one lesson it was very good. Progress across the key stage is satisfactory, overall. Pupils have good attitudes to learning and are enthusiastic and confident in putting forward suggestions, particularly in Year 6. Pupils are cooperative, help one another and work quickly and effectively.
99. The quality of teaching in mathematics at both key stages is good. In Key Stage 1, teaching is good and sometimes very good. When it is very good, imaginative ways of teaching are used, such as using a puppet to teach number bonds by taking lollies from a lunch box. Such activities give real enjoyment to the pupils who are enthusiastic and very attentive. The mixed-age groups are taught well in both classes and good planning and the use of classroom support staff and volunteers provide effective teaching in small groups. Pupils with special educational needs are fully integrated into all activities. In the Years 2 and 3 class, the different age groups are taught separately very successfully and further well-matched work is provided for pupils of different attainment. The higher attaining Year 2 pupils work well with the Year 3 group, which raises their achievements. Both literacy and numeracy skills are appropriately developed within lessons.
100. Teaching at Key Stage 2 in the Years 4, 5 and 6 class is highly organised and skilfully executed. The teacher manages to teach all three age groups separately within the numeracy hour by very careful planning and a very good use of time. Mental mathematics sessions are covered well. Skills are taught and pupils then time themselves when writing the answers to problems. The teacher then moves on to the next year group, teaches a new skill and repeats the process with the final year group. This method of teaching one year group after another is very effective but does mean that the teacher is very pressured to ensure that each group has sufficient time. Plenary sessions are organised well with each year reporting on what they have learned and asking those in other years relevant questions. In the context of a mixed age class numeracy is taught very well.
101. The subject is led well by the co-ordinator who has a clear understanding of the numeracy strategy and has introduced it successfully into the school. There is effective monitoring and evaluation of the subject to improve standards. The main strengths of the subject are the expertise and good expectations of the teachers in teaching mixed age groups and the well-matched work for the different attainment of pupils. The teaching of number at Key Stage 1 is also strong. The improving expertise of the teachers and the introduction of the numeracy strategy are having a positive effect on improving standards.

## **SCIENCE**

102. By the time pupils leave the school at the age of 11, at the end of Key Stage 2, attainment in science is in line with the levels expected nationally in all aspects of the subject. A small percentage of pupils achieve higher standards. This is an improvement from standards reported in the previous inspection where some more able pupils at the end of Key Stage 2 were underachieving. At the end of Key Stage 1, at age 7, pupils are attaining standards that are above expected levels with some pupils attaining higher than that. Pupils with special educational needs are making good progress towards their set targets.
103. In 1999, at the end of Key Stage 1, teacher assessment indicated that all pupils achieved Level 2 or above, which was well above the national average. Level 3 attainment was reached by 22% of pupils, which was in line with the national average. In 1999, at the end of Key Stage 2, the National Curriculum tests indicated that 70% of the pupils achieved Level 4 or above, which was well below the national average and that of similar schools. Level 5 attainment was reached by 10% of pupils, which was also well below the national average. The difference between the test results in 1999 and the performance of the present Year 6 is strongly influenced by the small number of pupils in each year group.

104. Pupils in Key Stage 1 and Year 3, show that they have a good understanding of each science topic and their work is very well recorded. Investigative science has improved since the previous inspection and is now good. Each topic is covered in sufficient depth and as a result, progress across the key stage is good. Pupils have wide knowledge and understanding of magnetism, know that gravity is everywhere and understand how things move. They know that energy is needed and that wind can be a force. Science is linked well with food technology and health education. Pupils have studied the five senses and know the names of the main parts of the body, and how to look after their teeth. Pupils know about living and non-living things when they study the school pond life. By the end of Key Stage 1, pupils are aware of the importance of a fair test, such as when they consider why plants have leaves and what seeds need to grow.
105. Work in Key Stage 2 is very well presented, shows a good understanding of scientific investigation and reaches average standards by the end of the key stage, except for Year 3, who are achieving above average standards. Pupils have learned about reversible and irreversible changes, they know about chemical reactions when creating gases that will inflate a balloon and they have studied water and the water cycle. They have carried out a long-term experiment to show that crystals are left when water evaporates from dissolved sugar. Linked to sex and drugs education, pupils have learned about how babies grow in the womb and through a visit from the 'drugs bus' have been informed about the dangers of drugs. Broadcast material provides them with information on personal hygiene.
106. Very good learning and good progress are made in Key Stage 1 and Year 3 and satisfactory progress is made at Key Stage 2. Pupils have a good understanding of why things happen through their investigative work. Pupils record work in a variety of ways, and the format used in the Years 2 and 3 class clearly shows the process that the pupils are to follow when investigating and writing up their results. Good learning also takes place when the teacher works with individuals; for example, showing them how to measure the height and width of different plants accurately. Pupils are able to hypothesise, such as when they consider what will happen when a celery stalk is put in coloured water. They show great excitement when they split the stalk in half and find that the tubes they have suggested are there. Their scientific vocabulary is enlarged when they learn that they are called veins. In the older Key Stage 2 class, pupils discover that different materials will make a variety of sounds when they make drums using different 'skins'. They know that it can only be a fair test if the pots are the same size, skins are fastened the same way and one tests the sound in the same way. Year 6 explain their results well to the rest of the class. Learning is good because of thoughtful predictions, a good understanding of what a fair test is and practical investigation.
107. The quality of teaching is good at both key stages. Planning in Key Stage 1 is very good with evaluations and areas for action written against each lesson. Resources are well prepared; Teaching is well structured, leading directly on from the previous lesson and building on the knowledge gained. There are clear recording systems for pupils to follow and each topic is covered in sufficient depth. Teaching in Key Stage 2 is matched well both to the different age groups in the class and to pupils' differing attainment. Expectations of Year 6 are challenging, with pupils expected to think out for themselves how to present their work and write in detail about their predictions. Year 4 and 5 record their information on ready-prepared sheets and their predications are brief. Assessment in both key stages is through informal questioning of pupils at the end of each topic and formal assessment at the end of each key stage.
108. The subject is led well by the headteacher who is the co-ordinator. The policy has been updated in line with the requirements of Curriculum 2000 and is of good quality. National guidelines are used and a rolling programme over two or three years ensures that the National Curriculum is covered. The subject is resourced well and the environment is used well for experimental work such as pond dipping. Science is also enhanced through science afternoons, such as when pupils consider objects which needed to be pushed or pulled to make them move. The subject is well monitored. A particular strength of the planning is the very good links that are made with other subjects. Science contributes very well to pupils' personal, spiritual and social development.  
**ART**
109. No lessons were observed during the inspection due to the timetabling of the subject. It is therefore not possible to report on standards, teaching, learning or pupils' attitudes, due to the limited evidence available.

110. The displays of pupils' work, samples of pupils' work available and the examination of teachers' planning show that pupils have had opportunities to work on a variety of tasks and in a variety of media and that the requirements of the National Curriculum are met.
111. The subject policy and scheme of work have been revised in line with the new Curriculum 2000 and now offer good guidance to teachers. The subject is appropriately monitored and resources are adequate.

## **DESIGN AND TECHNOLOGY**

112. Attainment at the end of both Key Stage 1 and Key Stage 2 is in line with the expected levels, with some pupils at Key Stage 1 and in Year 3, attaining above this level. This is an improvement since the last inspection when the subject was a weakness. In Year 1, pupils design and made 'faces' out of salad vegetables, using tools with supervision to cut up their chosen vegetables, and then ate them. Previous work showed that Key Stage 1 pupils had made a room or house out of shoe boxes, deciding what materials they needed and collecting them. They also look at the materials used for making sculptures and make caterpillars using materials, such as compact discs. They learn that you may have to change the materials you had planned when you find a more suitable one. In Year 2, pupils had made photographs frames, taking account of their knowledge of structures in order to make them stand correctly, and these are then given as presents.
113. The standards reached in Key Stage 2 are generally in line with expected levels, from a small evidence base, as much of the previous work had been taken home. Plans for designing a wall hanging were seen, and the work of lower attainers was evident in the decorating of Easter eggs. There was some good model-making following instructions, with pupils having to start again when they found they have not followed them exactly. In the one lesson observed, pupils were designing a new Millennium garden for the school and showed imagination and an eye for design detail, such as the need to put roses behind a fence because of the thorns.
114. The pupils' learning and progress at Key Stage 1 are good and they are co-operative, sensible and responsive. At Key Stage 2, pupils' learning is satisfactory. They are able to use tools appropriately and safely, listen well to instructions and work very well in their groups or with a partner. They discuss ideas at length with one another and put forward a wide variety of ideas, making revisions in the light of the problems which arise.
115. The quality of teaching at Key Stage 1 is good and at Key Stage 2 it is satisfactory. Teachers have a good understanding of the expectations for the subject and encourage the pupils to be independent and evaluate their work. Good emphasis is also put on the importance of co-operation and in using the right materials and tools safely.
116. The subject is led by the headteacher and satisfactory progress has been made in developing the subject further since the last inspection. There is now a good policy in place and the national guidelines are being followed. The subject is appropriately monitored and well resourced. There is an appropriate emphasis on pupils' health and safety.

## **GEOGRAPHY**

117. Attainment in geography by the age of 7 at the end of Key Stage 1 is in line with expected levels. Standards of work for Year 3 pupils are also in line with expectations. Standards of work and teaching in the other years in Key Stage 2 are not reported as only the introduction to a new topic on irrigation was seen during the inspection and there was no direct evidence of pupils' geographical skills and knowledge. Geography at Key Stage 2 is taught in the second half of the summer term. Pupils at Key Stage 2 also cover a good range of geographical topics on their residential visits, such as to the Isle of Wight, and in field work and orienteering. The curriculum planning and samples of pupils' work and discussions, show that over the three years the requirements of the National Curriculum are being met fully.
118. In Year 1, pupils are able to draw a plan of their route to school and describe features in their immediate locality such as another local school. They can identify some of the materials used in their construction. Pupils have visited local places such as a large store and are able to

circle pictures of what they would expect to buy there. Pupils also begin to gain an understanding of the world map through following the travels of 'Fred Bear' or 'Chica'. At Key Stage 1, pupils have good attitudes to learning. They are enthusiastic, interested and well behaved. They are confident in giving explanations and in asking and answering questions.

- 119. The quality of teaching and relationships are good at Key Stage 1. Teaching extends pupils' geographical vocabulary well. The teachers' expectations of pupils' work and behaviour are good. When introducing the new topic in Key Stage 2, the teacher carefully explains vocabulary and provides different resources for pupils to compare. Good links are made with the knowledge that pupils already have, to explain a new concept.
- 120. The subject is coordinated satisfactorily. The National Curriculum is fully covered but because of the annual block of time given to the subject at Key Stage 2, continuity is more difficult as long periods of time pass between the subject being taught and revisited. The policy for the subject is being reviewed in line with Curriculum 2000. The monitoring of the subject and resources are satisfactory. The school uses its local environment and grounds well.

## **HISTORY**

- 121. Standards of pupils' attainment in history are in line with expected levels at Key Stage 1, but there is insufficient direct evidence to judge pupils' attainment or teaching at Key Stage 2, due to the timetabling of the subject.
- 122. Reception pupils begin to gain an understanding of time when they learn about the age of different teddy bears and discuss their family trees. By the end of the Key Stage 1 a small minority of pupils have good knowledge of how the Romans lived and the majority achieve expected standards. For example, pupils know that the country was inhabited by the Celts at the time of the Roman invasion and that they ate different food because of the different climate. They can recognise the Roman endings to the names of people and places. Pupils in Year 3 are attaining above expected levels.
- 123. No lesson was observed at Key Stage 2 in the Years 4, 5 and 6 class. Standards seen through looking at pupils' previous work, are in line with those expected and a significant percentage of pupils in Year 6 reach above expected standards. Pupils use their literacy skills well, for example, to talk about their work and take notes using bullet points, from which they write up their work. They write and put forward their own opinions well based on the evidence they have collected. Work displayed around the school shows that pupils have knowledge of famous people in history such as Florence Nightingale and Samuel Pepys and have a sense of chronology through a time line from Romans to the present day.
- 124. At Key Stage 1 and in Year 3, pupils show good interest in the subject and are keen to volunteer answers and share their own knowledge with others, either by reporting what they know or through reading aloud to the class. They enjoy bringing artefacts from home to show the class.
- 125. The quality of teaching in Key Stage 1 and Year 3 is good. The teacher has good subject knowledge and shares this well with the pupils throughout the lesson, with skilful use of questioning. Good use is made of resources, linked to food technology, such as the tasting of dried fruit which the Romans might have eaten.
- 126. The subject is led well by the coordinator who makes good use of first hand resources to bring the subject to life, both through visitors to the school and by taking the pupils on visits, such as to the London Museum. The subject is taught as a programme across three years in Key Stage 2, and is linked well to other subjects through the curriculum overview. The national guidelines are used to ensure coverage and a revised policy is planned in line with Curriculum 2000. The monitoring of standards and teaching in the subject is satisfactory.

## **INFORMATION TECHNOLOGY**

- 127. By the time they leave the school at the end of Key Stage 2, pupils are attaining standards in line and sometimes above the nationally expected levels in all areas of information technology. At Key Stage 1, pupils are also attaining standards in line with expected levels. The previous



inspection report found the majority of pupils to be achieving appropriate standards. Since then the resources for the subject have been improved, including the new computer suite, and the quality of teaching has also shown significant improvement, particularly in the range of activities planned and teachers' confidence.

128. Younger pupils are able to control a programmable toy, make predictions and program a sequence of movements and paces. Some are able to write a simple programme showing a sequence of movements to be used for controlling the toy. They are confident in using the computer keyboards and programs and the controls on programmable toys and understand the uses of technology in their everyday lives. Older pupils are able to use a CD ROM drive to research information related to religious education and print it out independently. At the end of Key Stage 2, pupils are able to use programs to make decision trees and can record a hierarchy of choices. Pupils use information technology in a wide range of other lessons also; including art, religious education, mathematics, English, history, geography and science.
129. Teachers are confident in using a wide range of applications in lessons for information technology and have good levels of subject expertise and good expectations of the pupils. Teaching was always at least good and some excellent teaching was also seen using the new computer suite. Strengths include good classroom management, clear directions for the pupils and well planned tasks linked to other work. There is a good balance between direct teaching of skills and independent work for pupils.
130. Pupils are interested in their lessons and many are becoming confident and skilful in the use of computers. They are able to develop their existing skills further and work hard and at a good pace. They are good at collaborating in tasks and also in working independently. They have good levels of concentration and interest in the subject and enjoy their lessons. Their attitudes and behaviour are consistently good. Pupils with special educational needs are well supported to make good progress and are fully included in all activities.
131. The subject is very effectively led by a coordinator with good levels of expertise who supports her colleagues well. The standards in the subject are appropriately assessed and monitored. The action plan for information technology is good and is being well implemented. The subject makes a good contribution to pupils' personal and social development and contributes to their growing ability to work and research independently.

## **MUSIC**

132. At the end of Key Stages 1 and 2 pupils are attaining average standards in music within the limited range of musical activities seen during the inspectors' visit. Pupils sing well, with good tempo, rhythm and pitch and can sustain quite difficult rhythms well, even when the match of the words and tune is quite challenging. Their singing is expressive and they are able to finish a phrase on a soft, high note. They know the words of many songs and enunciate clearly. The pupils clearly enjoy singing and very enthusiastically sing together as a school. The reception and Year 1 pupils had a good knowledge of a wide range of songs and number rhymes and could also sing simple counting songs tunefully and in five different languages, which contributed well to their cultural development. Pupils showed good appreciation of live guitar music, which was played as they came in and out of assembly.

133. The quality of teaching is generally good. Good teaching enables older pupils to learn that composers use different structures and musical forms to achieve different effects; for example, when appreciating the different natural forms represented in the Grand Canyon Suite. They are well involved in the lesson, can identify the instruments used by the orchestra and describe the effects achieved. Pupils learn well, are enthusiastic and interested and are consistently well behaved in lessons. The good teaching ensures that music is enjoyable for the pupils.
134. The music curriculum is enhanced by school performances and by involvement in the community such as the carol concerts and church services. The policy and guidance has been revised in the light of Curriculum 2000 and offers good support to teachers. The subject contributes well to the pupils' spiritual, cultural and social development and adds to the life of the school in assemblies.

## **PHYSICAL EDUCATION**

135. During the week of the inspection only swimming was observed. The school's outdoor learners' swimming pool is only used during the months of June and July and swimming is taught in the majority of physical educational lessons during these months. Standards in swimming are above average at the end of both key stages. At the end of Key Stage 1, almost a third of the pupils swim a width of the pool, others can glide, swim submerged through a vertical hoop and swim a length using any stroke. A few swim two lengths, using a recognised stroke.
136. At Key Stage 2 in Year 3, three pupils have achieved their gold award. By the end of Key Stage 2, all pupils can swim at least a width and over half can swim 25 metres or more, with four pupils having achieved their gold award. Pupils who achieve their gold award have the opportunity to swim in the local full-sized pool.
137. Pupils thoroughly enjoy their swimming lessons and the opportunities available to them for swimming after school. They are well behaved, co-operative at all times and hardworking in lessons.
138. The teaching of swimming is good with some very good teaching also seen. Lessons are well planned with activities clearly matched to pupils' different levels of attainment. Pupils with physical special educational needs are very well supported and make good progress. The management of the pupils is good with very good care taken to ensure their health and safety. Teachers' subject knowledge is good and good use is made of support staff and volunteer helpers. Because of this pupils develop a good range of skills. Younger pupils are encouraged to use aids to help them gain water confidence.
139. The school's planning and records for physical education show that the National Curriculum is met fully and that provision for physical education, particularly swimming, is a strength of the school. Medium term plans show that gymnastics, games, dance and athletics are taught. Agreed units are taught over a two or three year cycle because of the mixed age groups, based on national guidelines. There is a good policy for the subject which gives teachers good guidance based on clear aims. The school is well resourced both in terms of a separate hall from the dining room, outdoor hard and grassed areas, swimming pool and in terms of equipment. The co-ordinator has particularly good subject knowledge and enthusiasm. She runs two gymnastics clubs after school in the autumn and spring terms and takes the able swimmers to the local pool. There are also some other extra curricular activities related to the subject, such as maypole dancing and Colour Guard. Comparisons with the last inspection can not be directly made because of the different circumstances related to the time of the year. Resources have been improved; for example, fixed apparatus has now been installed in the hall and new climbing apparatus has been installed outside. The subject is appropriately monitored and well supported.

## **RELIGIOUS EDUCATION**

140. By the time they leave the school at the end of Key Stage 2, pupils are attaining standards in religious education which are higher than the expectations of the agreed syllabus in both learning about religion and learning from religion. Pupils throughout the school are attaining above average levels and are achieving well. This represents a good improvement from the

previous inspection, which identified standards in the subject as appropriate for the ages of the pupils.

141. At Key Stage 1, pupils are able to understand about the customs related to baptism and can understand what belonging to a church or religion means. They also are beginning to understand the meaning of the symbols used in the baptismal service, such as the cross which is made on the baby's forehead. Older pupils are able to use CD ROM computer programmes and reference books to find out about the places in which different religions worship and the symbols and artefacts used. They understood well the symbolism of the different forms of worship and had made information booklets about different world religions, which they shared with others. Older pupils at Key Stage 2, were able to discuss the beliefs and customs of the major world religions and were able to refer to the books of the Old Testament and the relevance of the Ten Commandments to peoples' lives.
142. The teaching of the subject is consistently at least good, with some very good teaching seen in most lessons. Teachers have good subject enthusiasm, knowledge and confidence. They provide interesting and lively lesson activities and are very conscious of the need to make the subject relevant to pupils' lives and day to day experience. Their expectations of the pupils are good in relation to both their work and attitudes. The use of questioning in lessons to check understanding and promote discussion and new learning is particularly good.
143. Pupils respond well to their teachers and are enthusiastic and interested in the subject. They are able to draw on their previous experience to progress further in their learning and use their literacy skills well to discuss their viewpoints and record their work in written form. A particular strength of the pupils' attitudes and learning is the way in which they can discuss quite profound matters such as the relevance of pupils' behaviour to their lives, with maturity and confidence. They have good knowledge about world religions but also show good levels of respect for and interest in the beliefs, customs and worship of others.
144. The influence of school assemblies has a major impact on the good attainment and attitudes of the pupils. They are interesting, lively and relevant and contribute well to pupils' knowledge and the development of morality and spirituality.
145. The subject has a major impact on pupils' spiritual, moral, social, cultural and personal development and the very good relationships and ethos within the school. It is well led and managed and standards are monitored effectively by the coordinator.