

INSPECTION REPORT

Holy Trinity Lamorbey C.E. Primary School
Sidcup

LEA area : Bexley

Unique Reference Number : 101453

Headteacher : Mr K Mackley

Reporting inspector : Mrs S D Morgan
1355

Dates of inspection : 1st - 5th November 1999

Under OFSTED contract number: 706582

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

INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	Voluntary Aided
Age range of pupils :	4-11
Gender of pupils :	Mixed
School address :	Burnt Oak Lane Sidcup Kent DA15 9DB
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Appropriate authority :	Governing Body
Name of chair of governors :	Mr P Sowden
Date of previous inspection :	April 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs S Morgan	Science	Attainment and progress
	Information technology	Attitudes, behaviour and personal development
	Design and technology	Teaching
		Efficiency
Mrs V Phillips	-	Attendance
		Spiritual, moral, social and cultural development
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mrs J Harris	Areas of learning for children under 5	Leadership and management
	Art	Equality of opportunity
	Music	
Mr J Viner	English	Curriculum and assessment
	History	Special educational needs
Mr K Parry	Mathematics	Staffing, accommodation and learning resources
	Geography	
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MAIN FINDINGS

What the school does well

- The core subject of mathematics is well taught throughout the school and pupils make good progress.
- Pupils make good progress in history, geography and swimming.
- Teaching is good in the nursery and reception classes and pupils make good progress.
- The headteacher and deputy have established effective strategies for raising standards.
- Governors are knowledgeable and provide a clear strategic direction for the school.
- Arrangements for the professional development of staff are well managed and focussed on improving standards.
- Almost all pupils have positive attitudes to learning.
- Parents provide good support for their children's learning.

Where the school has weaknesses

- At Key Stage 2, pupils do not make enough progress in science and writing in English.
- Standards and progress are unsatisfactory in information technology at both key stages.
- The quality of teaching varies too much between classes in some year groups during both key stages.
- Work is not always well planned to meet the needs of higher and lower attaining pupils in subjects such as English and science.
- The use of homework is inconsistent between classes, particularly at Key Stage 2.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents, and guardians of pupils at the school. Some of these weaknesses have been identified by the school and are included in the school development plan.

How the school has improved since the last inspection

Satisfactory progress has been made in addressing the key issues from the previous inspection. There is an agreed assessment policy in place, but procedures are not yet informing planning sufficiently. The development plan has appropriate priorities, such as a continuing need to ensure that higher attaining pupils are extended by providing an appropriately planned curriculum. There is now a good scheme of work for art and standards are appropriate for pupils' ages in Key Stage 1, but below the expected standard for older pupils in Key Stage 2. Standards in design and technology in Key Stage 2 are now satisfactory. Considerable development has taken place recently to improve information technology capability, but standards remain below expectations. More able pupils are making good progress in mathematical investigations, though their progress in writing activities still requires improvement, as the school has identified through recent monitoring. Policies are in place for all subjects, currently there is no scheme of work for music. The role of the subject leader is being developed, and has had a significant impact in some cases, for example, in design and technology. The positive attitudes, good behaviour and personal development of pupils have been maintained successfully.

The school's capacity to raise standards is good, with a very strong partnership between the headteacher and deputy headteacher. Agreed policies and effective monitoring are beginning to have significant impact.

Standards in subjects

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

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

The information shows, for example, that standards in English were well above average, and above average when compared with similar schools. In mathematics, standards were well above average when compared with all schools and similar schools. In science standards were below average when compared with all schools and well below average when compared with similar schools. Standards in information technology are below national expectations. In most other subjects, pupils are working at or above levels expected for their ages. In Key Stage 2 pupils attain good standards in swimming.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	good	good	satisfactory
Mathematics	good	good	good
Science	-	satisfactory	unsatisfactory
Information technology	-	satisfactory	satisfactory
Other subjects	good	satisfactory	satisfactory

Overall the quality of teaching is satisfactory. It was at least satisfactory in 88 per cent of the lessons observed. In 38 per cent it was good or better. Teaching was unsatisfactory in 12 per cent of the lessons seen. The best teaching was observed in the nursery and reception classes. A significant proportion of good teaching was seen in Years 2 and 6. The weakest teaching was in Years 1 and 5. There has been an improvement in the quality of teaching to that reported in the previous inspection, with a higher proportion of satisfactory lessons being observed. Teaching in information technology and science at Key Stage 2 has been unsatisfactory over time, but was judged to be satisfactory in the lessons observed during the inspection.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good around the school. Overall, good in lessons, although in a very few lessons the unsatisfactory behaviour of a minority of pupils limited the progress made by the whole class.
Attendance	Satisfactory.
Ethos*	The headteacher and staff are committed to achieving high academic standards. Pupils are keen to do well and they act responsibly. In almost all lessons, they work hard. Relationships are good.
Leadership and management	The leadership and management of the school are good, with a particular strength in the educational direction set by the governors, headteacher and deputy headteacher. There is a need for further development of the roles of staff with leadership responsibilities.
Curriculum	Satisfactory. For most subjects planning is effective but insufficient attention is paid to matching the work to the needs of higher and lower attaining pupils. There is insufficient curriculum time for science at Key Stage 2. The planned scheme of work for information technology is not yet fully implemented.
Pupils with special educational needs	Teaching is good when pupils are withdrawn for small group work and activities are well planned to develop pupils' literacy and numeracy skills. Their progress in class is sound. Management is good.
Spiritual, moral, social & cultural development	Good provision for moral and social development. Satisfactory provision for spiritual and cultural development.
Staffing, resources and accommodation	Good overall. Very good arrangements for professional development. Classroom learning assistants effectively used. Good accommodation and resources.
Value for money	Satisfactory. The attainment of children when they enter the school is well above the national average. Pupils make satisfactory progress. By the end of Key Stage 2 attainment in the main core subjects of English and mathematics is well above the national average, although in science it is below.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • The school is approachable if there are problems. • The school provides a caring and supportive environment in which Christian values such as friendship and tolerance are promoted. • Most pupils behave really well. 	<ul style="list-style-type: none"> • Lack of consistency in setting of homework. • The school does not always make the best use of parents to help in class. • Reports are not personal but rather clinical. • Parents expressed the wish for a home school contact book to improve communication.

Almost 30 parents attended the meeting held before the inspection, and just over 20 per cent of the questionnaires were returned. Parents, both in the responses received and at the parents' meeting expressed differing views. Although some parents expressed concern over a variety of issues, there was general agreement that the school provided a caring and supportive environment in which Christian and moral values were developed. The positive views were supported by the inspectors' findings. The behaviour of almost all pupils is good, however, the unsatisfactory behaviour of a small minority of pupils in a few lessons, limited the progress that others could make. Inspectors found that homework was not consistently used, particularly in Key Stage 2, to support pupils' learning. The school is developing a wider range of ways in which parents can contribute to pupils' learning. However, it has yet to make the best use of parental help in classes. The quality of reports was found to be good overall, although, in some it was difficult to distinguish between the description of what had been studied and the particular knowledge and skills learned by the pupil. Examples of good communication between home and school were seen during the inspection, using reading record and homework books. These are not, however, used consistently across the school.

KEY ISSUES FOR ACTION

The governors, headteacher and staff should address the following issues.

***Improve the quality of teaching by:**

improving teachers' knowledge and expertise in subjects, such as information technology and science, as planned;
ensuring that teachers have appropriate expectations and match work to pupils' needs, particularly higher and lower attainers;
ensuring all teachers share the learning objectives for each lesson with pupils;
ensuring that the planned curriculum is taught consistently in each class, in each year group;
ensuring that teachers effectively manage any inappropriate or disruptive behaviour;
ensuring that all teachers effectively use learning resources, such as computers in class rooms;
ensuring that homework is appropriate and consistently set in each class;
improving the quality of marking.

Weaknesses identified in paragraphs: 22, 37,39, 40-43, 47, 71, 79, 84, 102, 106-107, 109, 117-118, 120, 122-124, 129, 134, 138, 149.

***Improve standards of attainment and progress in science and writing in English at Key Stage 2 and information technology throughout the school by:**

ensuring that the schemes of work in science and information technology are fully implemented;
widening the range of writing expected at Key Stage 2 and providing opportunities for higher attaining, older pupils to write at greater length;
ensuring adequate time is allocated to the teaching of subjects, such as science.

Weaknesses identified in paragraphs: 17-20, 22, 26-27, 45, 74, 84, 89, 97, 100, 102-104, 119, 121, 123, 125-127, 131-132, 144.

In addition to these key issues, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in the listed paragraphs:

Improving progress and the standard of work in class music lessons and art in Key Stage 2.	28, 39, 41.
Further improvement of the school's approach to behaviour management.	31-32, 42, 56, 59-60, 106, 148.
Further clarify and develop the roles of staff with leadership responsibilities.	66-67, 70, 76.
Further improvements to aspects of assessment and target setting.	51, 53, 71, 74, 109.
Further development of partnership with parents and community links.	62, 64.
Improving the amount of classroom support in the reception class and access to outdoor equipment.	38, 76, 91, 92.
Providing additional opportunities for spiritual and cultural development in all subjects of the curriculum.	55, 58, 64.
Reducing the number of term time holiday absences.	35.

INTRODUCTION

Characteristics of the school

1. Holy Trinity of Lamorbey is a large primary school with 362 pupils in Year 1 to Year 6. At present there are 27 full time pupils in the reception class, of these 10 are over the age of five. 19 pupils in the class attended the school's nursery. A second reception class will start in January. There are 52 children attending for half days in the nursery class.

2. The proportion of pupils claiming entitlement to free school meals is approximately two per cent, this is well below the average compared with pupils nationwide. About one per cent of pupils speak English as an additional language. This is similar to most schools. There are slightly more girls than boys in most year groups. The school draws its pupils from the local area, which is socially and economically advantaged. The overall attainment of pupils when they start in the nursery or reception is well above average. There are 27 pupils on the register of special educational needs from reception to Year 6. This is about seven per cent of the school population, and is well below the average national figure. Most are on the lower stages of the special needs register. The percentage of pupils with statements of special educational need is well below the national average.

3. Since the time of the last inspection, the school has increased in size and now has two forms of entry. This, coupled with the long-term absence of some staff due to ill health or maternity leave, has resulted in significant staff changes during the last two years. In this period, 13 full-time permanent teachers have been employed, nine of whom have remained at the school. Six temporary teachers were employed to cover for absences.

4. The school has a clearly defined philosophy and ethos. In the school prospectus the headteacher writes of "seeking to develop the children spiritually as well as academically within an environment where Christian belief and values are seen as a pattern for life and providing a quality education for all our children". The prospectus together with other school documents clearly set out principles for learning:

to help prepare children to live as Christians within a multi-cultural society;

children will have a stimulating environment within which to work;

pupils will be encouraged to work independently and through direct experience in co-operation with others within a structured learning environment;

- a caring environment will be encouraged for the personal and social development of each child;

- we will foster the development of self-esteem and encourage respect and tolerance for others;

the opinions, achievements and efforts of all pupils regardless of culture, race or gender will be valued and acknowledged by all;

emphasis will be placed upon encouraging co-operation between school, parents, church and all other supporting agencies concerned with the physical, emotional, intellectual, spiritual, moral and social development of the children.

5. The school's priorities for the current year are in the school development plan. Key developments include:

the implementation of new national initiatives;

raising standards in literacy throughout the school;

raising standards in science;

identification of opportunities for developing the work of higher attaining pupils;

review and development of the early years curriculum;

developing information technology;

establishing the library as a learning resource;

further development of assessment and monitoring;

development of the management of behaviour throughout the school.

6. The criteria for admission to the school and the nursery are listed in the prospectus. Up to 25 per cent of nursery places are held for local education authority placements. Governors give priority in the allocation of other places in the nursery and main school to children who have a brother or sister in the school at the time of admission; and children whose parents are committed to the life and work of the Church of England in the parish of Holy Trinity, Lamorbey and other adjoining parishes.

Last year, the school agreed the following targets for attainment in English and mathematics at the end of Key Stage 2:

English level 4 and above

Target for 1999 - 88% actual figure– 86%

Target for 2000 - 94%

mathematics level 4 and above

Target for 1999 - 76% actual figure – 89%

Target for 2000- 84%

Key Indicators

8. Attainment at Key Stage 1¹

**Number of registered pupils in final year of Key Stage 1
for latest reporting year:**

Year	Boys	Girls	Total
1999	32	28	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	31	30	29
	Girls	26	27	28
	Total	57	57	57
Percentage at NC Level 2 or above	School	95(98)	95(97)	95(92)
	National	82(80)	83 (81)	87(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	30	29	32
	Girls	27	28	28
	Total	57	57	60
Percentage at NC Level 2 or above	School	95(95)	95(92)	100(88)
	National	82(81)	86(85)	86(86)

¹

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

9. Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	35	28	63

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	28	31	27
	Girls	26	25	20
	Total	54	56	47
Percentage at NC Level 4 or above	School	86(76)	89(73)	75(78)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	25	27	31
	Girls	24	23	26
	Total	49	50	57
Percentage at NC Level 4 or above	School	78(84)	80(83)	91(83)
	National	68(65)	69(65)	75(72)

10. Attendance

Percentage of half days (sessions)
missed through absence for the
latest complete reporting year

		%
Authorised Absence	School	6.3
	National comparative data	5.7
Unauthorised Absence	School	0.4
	National comparative data	0.5

11. Exclusions

Number of exclusions of pupils (of statutory school
age) during the previous year:

	Number
Fixed period	4
Permanent	0

12. Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	12
Satisfactory or better	88
Less than satisfactory	12

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

13. The attainment of **children under 5**, when they enter the reception class, is well above average. By the time children reach the age of five, almost all will achieve and many will exceed the expected desirable learning outcomes. Overall, children make good progress in both the nursery and reception classes.

14. Good progress is made in developing language and literacy skills. Children listen attentively to their teachers and each other in both classes. Many speak confidently and have a wide vocabulary. In the reception class higher attaining children are able to read simple texts well, while others confidently tell stories from pictures. Very good progress with writing is evident and all children in the reception class write their own name and higher attaining children are confidently beginning to write sentences.

15. Good progress is made in early mathematical development. Many opportunities are provided in the nursery for children to use numbers. In the reception class, children can count well and higher attainers are confident when using numbers to ten, and adding and taking away. Children's mathematical language develops well.

16. In both classes, children make good progress in their personal and social development. In the nursery they play well together and have opportunities to make choices as they select activities. They take turns and all say please and thank you politely. In the reception class, children co-operate well and are keen to take part. They develop confidence, but, they are given insufficient opportunities to make decisions and show initiative. Physical skills develop well in both classes. In the nursery children use large equipment outside to develop spatial awareness and control. Physical co-ordination develops as they use construction kits and complete puzzles. In the reception class children move appropriately to music and are able to balance and show good awareness of others.

17. Children's knowledge and understanding of the world develops satisfactorily. Nursery children recorded whether it rained or not each day for a week and developed appropriate vocabulary. They held a harvest celebration, focussing particularly on Chinese harvest. They learn about different parts of the body and the senses. In the reception class, children sequence the days of the week, recognising yesterday, today and tomorrow. At present, children in the reception class do not use information technology to support their learning. Children enjoy singing songs in both classes and their creative development is satisfactory. In the nursery, they paint, make marbling patterns and collages. Reception children have drawn kitchen implements very accurately, showing good observational skills. They have printed mathematical shapes and make plasticine models.

18. Results of the 1999 **national tests**, at the end of Key Stage 1, show that attainment in English is well above the national average and in mathematics it is above average. In science end of Key Stage 1 teacher assessments, attainment was found to be well above average. At the end of Key Stage 2 in 1999, national test results were well above the national average for English and mathematics and below average for science. Results in this year's tests show an improvement in both English and mathematics, but a slight decline in science.

19. When compared with the performance of schools with pupils from similar backgrounds, the overall 1999 results for Key Stage 1 show that pupils' performance in reading and writing was well above average and in mathematics it was average. At Key Stage 2, pupils' performance in English was above average, in mathematics it was well above average and in science it was well below average.

20. By the end of Key Stage 1 pupils' **attainment overall** is above the national average and expectation in many subjects. By the end of Key Stage 2, pupils' attainment in the core subjects varies, with well above average attainment in English and mathematics and below average attainment in science. At both key stages pupils are working at levels better than those expected for their ages in history and geography. Attainment, in both key stages,

in information technology is below average and in music lessons it is below the expected standard. In art it is below the expected standard at Key Stage 2.

21. Pupils make satisfactory **progress overall**, both in the lessons observed and as seen in previously recorded work. In almost nine out of ten lessons observed progress was at least satisfactory. In almost four out of ten lessons it was good or better. Pupils with **special educational needs** make satisfactory progress overall. When provided with additional support they make good progress, both in lessons and when withdrawn for individual or small group work.

22. Pupils' attainment in **English** is well above average at both key stages. Pupils make satisfactory progress overall. The standard of speaking and listening is very high throughout the school. By the end of Key Stage 1, most pupils listen well to their teachers and to each other, and express themselves confidently. By the end of Key Stage 2, higher attaining pupils show confidence when reasoning with their teachers and each other and lower attaining pupils are secure and confident in their oral skills. The standard of reading is also a strength. Most pupils start school with good pre-reading skills and in Key Stage 1 they make good progress. Higher attaining pupils read expressively and fluently. Lower attaining pupils develop a sound understanding of phonics and this helps them sound out unknown words. By the end of Key Stage 2, most pupils read with increasing fluency and higher attaining pupils read very well. Parental support for reading at home has a positive effect on standards. Overall, standards of writing are above national averages. In Key Stage 1 pupils make satisfactory progress. By the end of the key stage, higher attaining pupils are able to write at length, using well formed handwriting and show understanding of punctuation. Pupils' attainment in writing at Key Stage 2 is above national standards. Progress in the lessons observed was satisfactory, but progress in the work seen in pupils books is unsatisfactory. Too often the work does not match the needs of pupils so that higher attaining pupils are not challenged sufficiently and the work is too difficult for lower attaining pupils who are not receiving additional classroom support. Insufficient attention is paid to ensuring that pupils experience a wide range of writing for a variety of purposes.

23. **Literacy skills** are well developed in other subjects. Some very good examples of writing were seen in subjects such as history and geography. Teachers are careful to use specialist subject vocabulary.

24. Attainment in **mathematics** is above the national average at the end of Key Stage 1 and well above at Key Stage 2. Progress throughout the school is good. By the end of Key Stage 1, pupils have good knowledge of the place value of hundreds, tens and units. They add and subtract to twenty and beyond, use halves and quarters confidently and identify and name common two-dimensional and three-dimensional shapes. They are able to present and interpret information in block graphs. By the end of Key Stage 2, almost all pupils use a range of methods to add, subtract, multiply and divide. They accurately calculate area, perimeter and volume and interpret a wide range of graphs. Some higher attaining pupils deal confidently with percentages and use all four number operations to two decimal places.

25. Pupils have satisfactory opportunities to use and apply their **mathematics in other subjects**. Older pupils extend their skills using calculations in subjects such as design and technology, and in geography recording data using a variety of tables, charts and graphs. Teachers miss other opportunities, however, particularly in science, to plan for pupils to extend their numeracy skills.

26. At the end of Key Stage 1 pupils' attainment in **science** is well above average. Pupils make satisfactory progress, although there are variations between classes. Written work indicates that there are insufficient extension activities for higher attaining pupils in some classes. Pupils make observations and record results using tables, and make satisfactory progress with the factual elements of science. At the end of Key Stage 2, pupils' attainment is below average and pupils make unsatisfactory progress during the key stage. Written work shows insufficient coverage of all areas required by the National Curriculum, for example electricity. There is insufficient practical and investigational work and a lack of recording and interpreting results using tables and graphs. This results in pupils making unsatisfactory progress over time. In almost all of the lessons observed, pupils made satisfactory progress.

27. By the end of both key stages, standards of attainment in **information technology** are below those expected nationally. Progress over time has been unsatisfactory. Pupils are now receiving regular information technology

lessons. Evidence from lessons indicates that pupils are now producing some promising work using computers and their knowledge and skills are being systematically developed. There is very little evidence of computer use in pupils previously completed work.

28. Pupils make satisfactory or better progress in most **other subjects**. They make good progress in **geography** through investigating geographical themes and places, and acquire study skills concerned with enquiry, field work and making and using maps. In **history** progress is good. Younger pupils use historical vocabulary in their writing and develop understanding about sources of historical information. Older Key Stage 2 pupils study modern history and have the opportunity to ask questions of people who experienced events such as World War 2. Pupils make satisfactory progress in **design and technology** during both key stages. They are provided with opportunities to use a range of materials. Pupils annotate their sketches and older pupils in Key Stage 2 think about the preferences of people who they are designing for and develop a number of ideas. Throughout the school, pupils experience a good range of **physical education** activities and make satisfactory progress. By the end of Key Stage 2, standards of attainment in swimming are better than those than those expected nationally for pupils of similar ages. In **art** pupils have a wide range of experiences and make satisfactory progress in Key Stage 1. In Key Stage 2, much of the work is of a lower standard than expected for pupils of similar ages and progress is unsatisfactory over time. Sketchbooks are not used appropriately. In class **music** lessons, pupils work at a level which is below that expected for their age and progress is unsatisfactory in both key stages. The time allocated to music is low and there is currently no scheme of work to provide guidance for teachers. Those pupils who are members of the school choir or orchestra and learn to play an instrument achieve good standards.

Points for action:

- improve the range and quality of writing in English, at Key Stage 2;
- improve attainment and progress in information technology throughout the school and science in Key Stage 2;
- improve progress and the standard of work in music in both key stages and art in Key Stage 2.

Attitudes, behaviour and personal development

29. Almost all pupils enjoy school and they are keen to learn. In the lessons where pupils' attitudes and behaviour were unsatisfactory, this was linked to weaker teaching. The personal and social development of children under the age of 5 is good. In the nursery class, they understand classroom routines and play well together. Children in the reception class are keen to take part in and persevere with activities. They are developing confidence, for example, many are able to get changed independently for physical education.

30. In Key Stages 1 and 2, almost all pupils are positive in their attitudes towards learning and show interest in their work. In class, pupils are attentive and watch demonstrations, they are keen to answer questions and engage in discussion. This has a positive impact on progress made. Older pupils enjoy shared activities, such as developing a class poem, and they show good levels of co-operation and concentration. They work well together, in pairs and in groups. Pupils respond well when homework is set. Some undertake research at home, for example, to support their work in history. At times even when teaching has weaknesses, pupils try to do their best. In discussions, pupils said that they really enjoyed learning and higher attaining pupils mentioned that they would like more challenging work.

31. Overall, pupils with special educational needs have positive attitudes to learning and are enthusiastic about the activities they undertake. They behave well in almost all lessons but, in lessons where teaching has weaknesses, they are sometimes disruptive.

32. Behaviour around the school is very good and in lessons it is almost always good. This was positively commented upon in the last inspection report. Relationships are good, pupils respond well to each other, and to most of their teachers. Pupils are courteous and show respect for other adults who work in the school. Older pupils show good levels of confidence and are happy to talk about what they are doing and show their work to visitors. In almost all lessons, they listen to others when they talk about things that are important to them. In a very few lessons the unsatisfactory behaviour of a few pupils limited the progress made by the whole class. Pupils called out, rather than

put up their hands and some pupils were rude and silly. Pupils show respect for property and take care of the equipment they use. In discussions, pupils said that bullying is not a significant problem. They said that incidents are taken seriously by the school, although they are not always dealt with consistently. This was confirmed during the inspection. Older pupils felt that the “think book”, which is used in some classes as a confidential means of teacher-pupil communication is useful. There have been four fixed period exclusions during the past year. The number of exclusions over the past three years has been static.

33. Older pupils are given a range of responsibilities and they respond very well taking their duties seriously. For example, they are caring and supportive to younger ones. Year 6 pupils prepare materials during lunchtime for pupils in the reception class.

34. Parents are positive about the attitudes and values the school promotes. At the parents’ meeting, held prior to the inspection, parents talked of the warm caring environment and the positive encouragement of Christian moral values. These views were confirmed during the inspection.

Points for action:

- ensure that the disruptive behaviour of a few pupils is dealt with appropriately and does not affect the progress of others in the class;
- ensure that any incidents of bullying are dealt with consistently.

Attendance

35. Attendance is satisfactory. It is close to the national average. Absence rates have increased since the last inspection as a result of the number of pupils whose families take holidays during term time. Most pupils arrive on time, but the few who do not prevent a punctual and brisk start to the day in their classes.

Point for action:

- the school and parents should work together to reduce the number of term time holiday absences.

QUALITY OF EDUCATION PROVIDED

Teaching

36. The core subjects of English, mathematics and science were observed being taught in all classes. Information technology was observed being taught in most year groups. Little direct teaching was observed of some subjects such as music and geography. Discussions were held with pupils about their past work in subjects such as geography to find out about their level of knowledge and their recall of the work that had been covered. Evidence from the school’s planning, scrutiny of pupils’ books and work displayed was also taken into account. Children under 5 were observed being taught across the six areas of learning. In other subject areas some classes were observed being taught and work was scrutinised to give some indication of the teaching methods used.

37. Overall the quality of teaching is satisfactory. It was at least satisfactory in almost nine out of ten lessons, and in almost four out of ten it was good or better. The best teaching was observed in the nursery and reception classes. A significant proportion of good teaching was seen in Years 2 and 6. The weakest teaching was in Years 1 and 5. Teaching in information technology throughout the school, and science at Key Stage 2, has been unsatisfactory over time. It was judged to be satisfactory in the lessons observed during the inspection. There has been an improvement in the quality of teaching to that reported in the previous inspection, with a higher proportion of satisfactory lessons being observed. Schemes of work are now in place to provide guidance and there have been improvements in teachers’ knowledge and planning. This has had a positive effect on pupils’ attainment and progress.

38. The quality of teaching for children under the age of five is good overall. In the nursery, much of the teaching is very good. The nursery nurse and the teacher work closely together and provide a very well structured and stimulating environment. They have very good relationships with the children, and use every opportunity to introduce and reinforce teaching points. Constant oral interaction with the pupils is very beneficial. In the reception class, routines are well established and a calm and purposeful atmosphere is created. The work of the learning support assistants is well planned and is very beneficial. At present, the support is only part time. The children would benefit from adult interaction in all activities and full time assistance is required.

39. Teachers have good knowledge and understanding of the curriculum at Key Stage 1 and in the reception and nursery classes. At Key Stage 2 there are weaknesses in science. Teachers do not plan to teach aspects of the science curriculum such as electricity and there is insufficient investigative work and development of fair testing. These weaknesses have been recognised by the school and a programme of training is planned. Until recently, there has been insufficient emphasis on the teaching of information technology throughout the school. The teaching observed was satisfactory overall, and planning indicates that there is now an appropriate emphasis on teaching applications such as word processing, graphics and the use of spreadsheets. Some teachers, however, do not have sufficient knowledge to plan for the use of computers to cover all the applications required by the National Curriculum. A programme of training is planned. Some teachers also lack knowledge and confidence when teaching music and aspects of physical education. There have been improvements in teachers' knowledge in both art and design and technology since the last inspection.

40. Teachers expect pupils to work hard, although some teachers do not ensure that work is always neat and well presented, for example in science. This weakness was reported at the time of the last inspection. In the best lessons, for example, in mathematics and some science lessons, pupils are challenged by the activities and teachers ask probing questions in order to extend pupils thinking. Teachers also effectively extend pupils' specialist vocabulary, in subjects such as mathematics and design and technology. Where teaching is weaker, work is not well matched to pupils' needs which leads to pupils becoming confused and making insufficient progress. In science, at Key Stage 2, higher attaining pupils are not expected to carry out research or write in sufficient length.

41. In the best lessons, teachers plan work carefully and there are clear objectives for each lesson. A weakness is that these objectives are not always specific enough and are not always shared with pupils to ensure that learning is purposeful. Most teachers make good use of whole class sessions at the end of lessons, to review what has been completed, check pupils' understanding and celebrate successes. Specific skills and techniques are well taught, for example, in design and technology and some information technology lessons. The work of support staff is well organised and this makes a positive contribution to pupils' learning. Teachers in the same year group plan together to help ensure that pupils receive the same experiences. In a small number of year groups, pupils still receive different experiences, of varying quality, due to weaknesses in teaching. Teachers' planning for music has weaknesses as there is currently no scheme of work to provide guidance. Generally planning has improved since the last inspection and there are appropriate schemes of work in almost all subjects to guide teachers.

42. Most teachers effectively manage the pupils in their classes and maintain good discipline. In a very few lessons, the unsatisfactory behaviour of a few pupils was not well managed and this limited the progress made by the whole class. Pupils were allowed to call out, rather than put up their hands and some pupils were rude and silly. Teachers did not ensure that pupils remained on task and had equal access to resources. In an information technology lesson, for example, when pupils were sharing the use of a computer, some dominated the activity and others made little progress. Teachers make good use of most resources, however, they currently do not use computers in their classrooms to support the development of information technology skills across the subjects of the curriculum. In geography, resources are not always used to promote the essential aspects of the subject.

43. Teachers set some homework but it is not consistently used to support pupils' learning, particularly at Key Stage 2. There is little evidence, for example, of research work being set for older pupils in science, and during the inspection the effective use of homework was only seen in a very few English lessons. The inconsistent setting of homework was a weakness reported in the last inspection and was commented upon by parents. Most teachers give encouragement and praise and offer advice. In a very few lessons, the teacher's approach was inappropriate with

shrill use of the voice and a degree of strictness inappropriate for the age of the pupils. The quality of marking is satisfactory overall. There are, however, inconsistencies between classes, particularly at Key Stage 2. In science, for example, incorrect work is not noted and poorly presented work not commented upon. This does not help pupils understand how they can improve their work.

44. The overall quality of teaching of pupils with special educational needs is satisfactory. Teaching is good when pupils are withdrawn for small group work and activities are well planned to develop pupils' literacy and numeracy. In most lessons pupils with special educational needs are well supported. Targets set for these pupils are appropriate, support learning and are regularly reviewed and monitored by the deputy headteacher. The work of learning support assistants is well planned and they provide good support for pupils when they are in class lessons. In some lessons, however, work is not planned to meet the needs of all lower attaining pupils.

Points for action:

- improve teachers knowledge and expertise in subjects, such as information technology and science;
- ensure that teachers have appropriate expectations and match work to pupils' needs, particularly higher and lower attainers;
- ensure all teachers share the learning objectives for each lesson with pupils;
- ensure that the planned curriculum is delivered consistently in each class, in each year group;
- improve planning for the teaching of music;
- ensure that teachers effectively manage any inappropriate or disruptive behaviour;
- ensure that all teachers effectively use learning resources, such as computers in classrooms;
- ensure that homework is appropriate and consistently set in each class;
- improve the quality of marking.

The curriculum and assessment

45. The school's curriculum is broad and balanced and relevant to the pupils' needs. There is a strong emphasis on English and mathematics. Appropriate time is allocated to most subjects. The time allocated to science, however, is not sufficient to teach the school's scheme of work and the time allocation for music and art, particularly at Key Stage 2, is small. This has a negative impact on pupils' learning in these subjects. The whole curriculum is taught, including religious education and personal and social education. The full requirements of information technology, however, are not being met. The curriculum for children under the age of 5 is appropriate and varied. In the reception class there is currently insufficient consideration given to showing how the areas of learning progress into the National Curriculum.

46. The literacy and numeracy strategies have been fully implemented. Literacy and numeracy are also taught successfully in other areas of the curriculum, although teachers miss opportunities, particularly in science to plan explicitly to extend pupils' numeracy skills. Sex education is taught and parents are informed appropriately and health education encompasses drug awareness. Swimming is on the timetable for pupils in Year 6.

47. Curriculum planning for children under the age of 5 is satisfactory. It will, however, need to be reviewed in the light of the new foundation stage requirements. Medium and short term planning is in place but mainly takes the form of identification of activities. There is satisfactory planning of the curriculum for pupils in Key Stages 1 and 2 and improvements have been made since the time of the last inspection. Planning in most subjects follows nationally provided schemes of work. Long term planning is the responsibility of the subject leader while medium term planning takes place within year groups. For most subjects, planning is effective but insufficient attention is paid to matching the work to the needs of higher and lower attaining pupils. Planning and planning outcomes are monitored by senior staff and this is beginning to have a positive impact on the quality of teaching and pupils' learning. The delivery of the planned curriculum, however, is too variable between classes in a small number of year groups, so that not all pupils have similar experiences. An appropriate scheme of work has recently been introduced for information technology but has not yet been fully implemented.

48. The setting arrangements for literacy and numeracy are a positive feature. Their effectiveness is limited in English, particularly in Year 6, by the wide ability range in each set. Setting arrangements are having a positive impact on raising standards in mathematics at Key Stage 2.

49. Good provision is made for pupils with special educational needs who have individual education plans. Plans are subject to regular assessment and pupils' work is monitored to ensure that it matches the targets on their individual education plan. Teachers are guided by individual education plans and this contributes to pupils' progress. There is an appropriate balance between in-class support and pupils being withdrawn. Support is well planned and of good quality in the withdrawal sessions. All pupils have full access to the curriculum.

50. The curriculum is enriched by a range of extra curricular activities, some of which are of very good quality, including specialist music tuition and sports. These are well attended and have a positive impact on the education provided. Educational visits, including residential experience for pupils in Years 5 and 6, contribute to pupils' social and cultural development. The opportunities provided by these visits are well used to build on and extend pupils learning in subjects such as geography.

51. There are effective systems for assessing pupils' attainment and good use is made of the data to inform school target setting in literacy and numeracy. The analysis of test data is a very positive feature and is enabling the school to identify strengths and weaknesses in curriculum provision and plan improvements. This is an improvement since the last inspection. There are systems for assessing pupils' attainment in some, but not all, foundation subjects and they have not been operating long enough for their impact to be measured. The assessment policy sets out a very effective procedure for continuous formative assessment to enable teachers to effectively plan the next stage of work. This is not consistently implemented by all staff and at present is ineffective. There are satisfactory procedures for assessment in the nursery and reception classes. There is some good practice in the reception class where samples of number and writing work are kept and annotated.

52. Assessment and record keeping for pupils with statements of special educational need is of good quality. There are good systems to ensure that annual statement reviews take place at the appropriate times. Pupils with individual education plans are regularly assessed against their identified targets and these are adapted in the light of the progress the pupils make.

53. Individual pupil targets are set in English and mathematics. These are very general and are sometimes difficult to attain which limits their effectiveness. There is good practice in Year 2 where targets are regularly reviewed, however, this is not consistent throughout the school.

54. Since the last inspection there have been a number of improvements. Planning is more systematic, subject policies are all in place, there are subject leaders responsible for the leadership and monitoring of their subject and there is a new regime of classroom observation and regular scrutiny of plans and evaluation of their effectiveness.

Points for action:

review the time allocation for science, art and music;

fully implement the scheme of work for information technology to ensure full coverage of National Curriculum requirements;

improve planning in the reception class, to show how areas of learning progress into the National Curriculum;

improve the consistency, of teaching the planned curriculum, between classes in some year groups;

improve subject planning to ensure that the learning needs of all pupils are met;

ensure all aspects of the assessment policy are fully implemented;

improve the setting of individual pupil targets.

Pupils' spiritual, moral, social and cultural development

55. The school makes satisfactory provision overall for pupils' spiritual, moral, social and cultural development. It

has a clear set of aims built on Christian principles, which underpin its work. New schemes of work show that the school recognises that there is scope throughout the curriculum for pupils to learn about values, beliefs and feelings and to develop and express their own. While such opportunities are planned and offered in a few lessons, they are not yet provided in enough areas of the curriculum. The lack of opportunity to be moved by a piece of music, a work of art, or careful observation of the natural world limits pupils' experience of awe-inspiring moments. When teachers listen carefully to a range of views and show clearly that they value what pupils say, as in discussions of poetry, it supports spiritual development well. This is because pupils begin to develop understanding of their own and other people's lives through skills of reflecting on ideas and experiences. There is positive support for spiritual development, but opportunities are missed to enrich and extend pupils' spiritual awareness across a wide range of subjects.

56. The school's moral code is clear. Its emphasis on honesty, fairness, respect for others, and doing what is right usually helps pupils to make good choices about how to behave. In a few lessons, too much emphasis on what individuals are doing wrong creates a climate where good behaviour is not noticed and valued enough to ensure that everyone is encouraged to do what is right. In general, moral development is promoted well. Even the youngest pupils are helped to understand what is acceptable and unacceptable behaviour. Pupils know the difference between right and wrong.

57. There is good provision for social development through the everyday life and routines of the school. Pupils are encouraged to relate well to others, at work and play and teaching staff and other adults set a good example. As they get older, they are expected to take on increasing responsibilities, particularly in Year 6 when everyone helps out in the school. They have good opportunities to learn about self-discipline and fair play in lessons such as outdoor games and mathematical investigations in groups.

58. As at the last inspection, cultural development is not given strong emphasis. Provision is satisfactory, but inconsistent. The school teaches pupils about their own cultural traditions through work in history. This represents an improvement since the last inspection. Little time is given to lessons in art and music, so there are limited opportunities for most pupils to appreciate and value their own and other artistic heritages. Work with artists, actors, musicians and storytellers are infrequent. Some good displays of work based on the art of Hokusai and Mondrian help to develop openness towards different cultural traditions. New books based on stories and traditions from around the world have just been added to the library stock and provide good source material for discussions about the richness of other cultures. At present, the school's approach to helping pupils to understand and value different cultural traditions is not coherent. There is little recognition of the significant contribution of many cultures beyond our own to mathematical, scientific, technological, artistic and human development.

Point for action:

The school should ensure that meaningful opportunities are provided regularly across the curriculum for spiritual and cultural development, as intended.

Support, guidance and pupils' welfare

59. The school provides useful support and guidance for pupils, based on monitoring their progress, personal development, behaviour and attendance satisfactorily. Satisfactory support is given to pupils with special educational needs including those with emotional and behavioural difficulties. In most classes, good relationships foster effective informal support within the routines of registration, play and circle time. Pupils do not feel equally confident about talking over problems with staff. This is partly the result of a few pupils feeling that instances when they were called names and picked on were not always taken seriously in the past. Most now feel that there is someone to go to when problems arise and that their concerns will be addressed. The oldest pupils benefit from a "think book" where their concerns can be shared confidentially with teachers they trust. There is no system such as Year 6 "buddies" to fill the gap when pupils are reluctant to talk to adults about any worries, including bullying. In general, pupils feel secure within a climate where oppressive behaviour is rare, lunchtimes are civilised and the playground is a lively but safe

place to be.

60. Discipline has been emphasised strongly through codes of conduct and consistent monitoring, as indicated at the last inspection. The school has recognised the importance of a more positive approach, where good behaviour is encouraged just as forcefully as poor behaviour was previously discouraged. It has appropriate plans to review the behaviour management policy so that a consistent approach to valuing and rewarding good behaviour is achieved throughout the school. A satisfactory personal and social education programme is provided and lessons are well planned. During the inspection pupils' response to these lessons was satisfactory overall, and ranged from good to unsatisfactory. In the most effective lessons, older pupils showed mutual respect, good inter-personal skills and sensitivity when discussing issues such as how to resolve conflicts.

61. The school is well placed to comply with local child protection procedures. It recognises that relevant training for all staff is important to ensure that concerns are recorded and followed up appropriately. The school has good welfare support and enough staff trained in first aid. Proper procedures are followed for dealing with accidents and illness and ensuring pupils' wellbeing. Children are looked after with care and sensitivity by welfare staff. Legal requirements are met for health and safety matters relating to school life and activities on and off site.

Points for action:

- the school should ensure that there is consistency in the quality of support given to all pupils based on tracking their academic progress, behaviour, well-being and attendance systematically;
- the school should take account of the views and feelings of pupils in order to provide them with the best support.

Partnership with parents and the community

62. The school has worked hard to build constructive links with parents and the community after a period when some relationships were strained. Gradually, greater openness and trust are being developed to the credit of governors and staff. This is allowing the school to consider a wider range of ways in which parents and members of the community could contribute to pupils' learning and personal development. There are already very good links with families of those joining nursery and reception through home visits, a very helpful school brochure and warm relationships fostered by teachers. A few parents help out in under fives' classrooms. In other year groups, the school has yet to make the best use of such parental help, particularly to support practical lessons.

63. Information provided for parents in reports, newsletters, the prospectus and governing body's report is good overall. As a few parents suggested, in some reports on their children's progress, it is difficult to distinguish between the content of what has been studied and the knowledge or skills learned. Some documents are not particularly easy to read because of the language and typeface chosen but, as with the prospectus, they do include the information required and recommended. There are examples of very good communication through reading records and homework books, but these are not used consistently across the school. Parents are very positive about education and keen to see their children doing well. They are very involved in their children's learning and give great encouragement to them, particularly with reading. The school values this support. Parents make a significant contribution to school fund-raising through the parent teacher association and specific initiatives including contributions to buildings and resources.

64. Links with the community are useful in developing an identity with the parish and diocese, which supports the school's Christian ethos. There are many links with charities through the considerable fund-raising efforts of pupils in the school. Pupils take part in inter-school sports, the choir sings at music festivals and the dance and drama group take part in productions regularly. When local competitions are held, such as that to design an Easter bonnet run by a florist, or young estate agent of the year, pupils are encouraged to enter, with great success. Links with the wider community are modest. There is room for all community links to be developed into a more systematic programme to enrich the school's work, extend pupils' personal and cultural development and help to raise attainment.

Points for action:

community links should be extended and enriched to complement the range of learning opportunities available to expand pupils' understanding of citizenship and their cultural development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

65. The leadership and management of the school are good, with a particular strength in the educational direction set by the governors, headteacher and deputy headteacher.

66. The headteacher and deputy headteacher are providing strong leadership with clearly identified strategies for raising standards. Three senior teachers join them to form the senior management team. They meet weekly, currently to monitor pupils' work, and are joined by the relevant subject leader. The school improvement plan identifies a review of the roles and responsibilities of senior staff in the autumn term. This will be valuable as there are some issues to be resolved, such as fully clarifying and developing each senior teacher's role and ensuring a manager for the new foundation stage is identified.

67. There is an identified subject leader for all areas of the curriculum. Two full time members of staff do not currently hold leadership positions. Some leaders do not feel fully confident in their role and would appreciate further clarification of the associated responsibilities. Many are providing effective support for colleagues and engaging in monitoring samples of work in their subject with the senior management team.

68. The management of pupils with special educational needs is good. The deputy headteacher coordinates the school's systems and the involvement of external agencies in the identification and assessment of these pupils. The staff who support pupils with special educational needs are efficiently deployed so that the best use is made of their time. The role of governors in the oversight of special educational needs is a strong feature of the school's management.

69. The governors are supportive, knowledgeable and many are involved in the life of the school. There are four committees or working parties that meet regularly and report to the full governing body meetings. They have attended training sessions and monitor test results carefully, using all available data. Some, but not all, governors visit the school regularly during the day. Currently, they do not have a policy identifying agreed protocol for visiting and this would be helpful. The chair of governors meets with the headteacher regularly and is a very effective critical friend, questioning, discussing and encouraging progress.

70. Recent developments in monitoring the work of the school are good. The deputy headteacher monitors teachers' planning weekly. The senior management team scrutinises work samples with the relevant subject leader. Observation of English and mathematics lessons have been undertaken by the senior management team and the two subject leaders. There have already been significant improvements as a result of these activities. For example, pupils are no longer copying work or completing inappropriate worksheets. The literacy and numeracy strategies are well established through the school and the quality of teaching has improved in some classes. There is a recognition that providing effective feedback to colleagues needs further consideration, as some are finding this difficult to deliver and to receive.

71. The school aims and principles are appropriate and refer to educating the children to the highest possible standard, helping each to reach full potential. The previous inspection report identified a need to use more effective

assessment strategies to inform planning in order to meet the needs of pupils of all abilities. The strategies are now agreed but are not yet being fully implemented and the higher and lower attaining pupils are not always catered for appropriately. A number of policies have recently been finalised and some of these still have to be fully implemented, such as the homework policy, where variations in practice are evident.

72. The school development plan is good. It identifies national, local and school priorities for development, each with a helpful action plan. Some of the success criteria, however, do not relate sufficiently to improvements in learning and outcomes for the pupils. Governors, staff and parents were consulted over the priorities for the plan and governors receive regular updates from the headteacher on progress with these. The school improvement plan gives additional detail for the key areas of development.

73. Relationships in the school are good and an effective learning environment has been created. There is a strong commitment to raising standards and the monitoring activities and detailed analysis of test results are beginning to prove effective. The school emphasises the importance of equality of opportunity in all its policies and principles. This is seen in practice, for example where boys and girls play football, where parallel classes plan work together to ensure equal access to the curriculum and where all pupils' efforts are valued.

74. Satisfactory progress has been made in addressing the key issues from the previous inspection. There is an agreed assessment policy in place, but procedures are not yet informing planning sufficiently. The development plan has appropriate priorities, such as a continuing need to ensure that higher attaining pupils are extended by providing an appropriately planned curriculum. There is now a good scheme of work for art and standards are appropriate for pupils' ages in Key Stage 1, but below the expected standard for older pupils in Key Stage 2. Standards in design and technology in Key Stage 2 are now satisfactory. Considerable development has taken place recently to improve information technology capability, but standards remain below expectations. More able pupils are making good progress in mathematical investigations, though their progress in writing activities still requires improvement, as the school has identified through recent monitoring. Policies are in place for all subjects, currently there is no scheme of work for music. The role of the subject leader is being developed, and has had a significant impact in some cases, for example, in design and technology. The positive attitudes, good behaviour and personal development of pupils have been maintained successfully.

75. With the exception of the implementation of the scheme of work for information technology, to meet National Curriculum requirements, the school fulfils its statutory obligations in all respects. The school's capacity to raise standards is good, with a very strong partnership between the headteacher and deputy headteacher. Agreed policies and effective monitoring are beginning to have significant impact.

Points for action:

- further clarify the roles and responsibilities of staff with leadership responsibilities;
- develop a policy for governors' visits to school so all see the pupils at work;
- develop appropriate procedures for providing feedback to staff following monitoring activities;
- continue to implement recently agreed policies.

Staffing, accommodation and learning resources

76. The school is adequately staffed in terms of the numbers, qualifications and experience of teachers to meet the demands of the National Curriculum, and to meet the needs of all pupils. The headteacher, teachers and support staff form a successful and caring team which is fully committed to the aims of the school and to improving the attainment of all pupils. Efficient teamwork is clearly evident in the co-operative planning by teachers and staff in year teams. This is particularly strong, for example, in Years 2, 3 and 6 and in the nursery. As far as possible, teachers' subject and curriculum responsibilities are appropriately linked to their qualifications and interests, although some of them do not have a clear understanding of their own, and others' specific leadership roles and responsibilities. The school has begun to address this issue by preparing explicit job descriptions for discussion with teachers and support staff. In recent years, there has been considerable turnover of staff, but this has not had a

negative impact on the standards or continuity of pupils' learning. Classroom learning assistants are well briefed and they provide both teachers and pupils with good support, considerably enhancing the quality of education provided. A weakness in this area is the lack of full time support in the reception class. Other staff, including the administrative staff, premises manager and midday assistants perform their roles in a friendly and efficient manner, making a significant contribution to the smooth running of the school.

77. Arrangements for the professional development of all staff are very good, and are very efficiently managed by the deputy headteacher. The commitment of teachers and support staff to raising standards and to improving their work is clearly evident in their positive attitudes to training, and this is a major factor in determining that staff development is a strength of the school. All staff are fully involved in the identification of whole school and individual needs, and priorities are closely linked to the school's development and action plans. The positive impact of training on the work of the school is clearly evident in the successful implementation by teachers of the literacy and numeracy strategies, and in the comprehensive monitoring programme introduced by the headteacher and deputy. The school has identified two areas where standards need to be raised, these are science and information technology and training programmes have been planned. Procedures for the induction of newly appointed teachers are supportive and helpful.

78. The quality of the school's accommodation is good and is considerably enhanced by attractive displays of pupils' work in classrooms and shared areas. The buildings, all of which have ramped access where necessary, are set in extensive grounds which include a large playground and sports field. Significant improvements since the last inspection include an impressive computer suite and a refurbished library, both of which have benefited from the generous financial and practical support of parents. These improvements, and the intention to provide an environmental area, reflect the school's commitment to ensuring that the whole site is used to its full potential as a learning resource. The school is in a good state of repair and is maintained to a high standard of cleanliness by the premises manager, who also deals efficiently with day to day repairs.

79. The provision of learning resources has been improved since the last inspection. It is now good in range, quantity and condition. Although minor deficiencies have been identified in some subjects, for example there is only one CD player in the school, resources are generally sufficient in quantity, and they are in good condition. They are well organised and easily accessible to pupils and staff. The library is now an attractive study area with a good range of non-fiction books which are relevant to pupils' interests and learning. In addition, all classrooms have good collections of fiction books to support the teaching of reading. Provision in information technology is now very good, although classroom based computers are not being used efficiently to support pupils' learning across the curriculum. Very effective use is made of the local area to enhance pupils' learning through first hand experiences, and all pupils benefit from a programme of carefully planned visits to museums, field centres and other places of interest.

Points for action:

- consider the possibility of providing a full time learning support assistant in the reception class;
- increase the use of the computers available in classrooms.

The efficiency of the school

80. The headteacher and governors work closely together in the preparation of the budget. The budget is carefully costed to reflect the priorities identified in the development plan. Good use is made of financial consultants to assist the headteacher in preparing budget proposals, monitoring budget expenditure and preparing financial statements for governors. The "cost-effectiveness" of spending decisions is carefully considered, for example, with the installation of the information technology suite it is planned to monitor improvements in teaching and learning. Annual financial planning is good although there are no detailed longer term plans. Funding for curriculum developments is carefully planned, for example, funding allocations are closely linked to national initiatives such as the numeracy strategy and development priorities such as information technology.

81. The school has increased in size to two forms of entry. In order to provide accommodation for the additional pupil numbers, governors negotiated a loan from the diocese. Governors have made the decision that no allocation for repayment of the loan will be made from the school budget. The school budget is balanced with appropriate funding allocated for budget headings such as staffing and educational resources. Some small repayments of the loan have been made with money donated by parents. Governors are currently renegotiating the terms of the loan in order to extend the period of repayment and seeking additional voluntary contributions from parents.

82. The school has very recently had a financial “health check”. The report found efficient and effective systems operating in most areas of financial administration. The school has already acted on the few weaknesses identified. Good financial procedures are in place, which are well understood by those involved. The school office is well managed and administrative staff are efficient.

83. The amount the school has to spend on educating each pupil is below average. The school has an appropriate number of qualified teachers who are deployed effectively. During the last year, costs for supply teachers have been high. Limited funds are available to employ support staff. Good use is made of available support staff and this makes a positive contribution to pupils’ progress. The funding the school receives for special educational needs is effectively used. Overall, there is good use of learning resources and accommodation. The building is well maintained and well used.

84. The school is providing satisfactory value for money. The school has been through a period with significant changes in staffing but has managed to limit any negative impact on pupils’ learning. The quality of teaching is satisfactory. Pupils’ attainment on entry to the school is well above average. There is good teaching for children under the age of five, although there are weaknesses within Key Stages 1 and 2 and in some subjects and classes. Pupils make satisfactory progress in almost all subjects and behaviour is good. When compared with the performance of schools with pupils from similar backgrounds, the overall 1999 results for Key Stage 1 show that pupil’ performance in reading and writing was well above average and in mathematics it was average. At Key Stage 2 pupils’ performance in English was above average, in mathematics it was well above average and in science it was well below average. As pupils progress through the school, almost all develop positive attitudes to learning. Pupils’ moral and social development is good and their spiritual and cultural development is satisfactory. Most of the issues raised in the last inspection report have been successfully addressed. The headteacher, staff and governors have identified appropriate priorities for future development, such as implementing national initiatives and improving standards in subjects where there are weaknesses. Appropriate strategies to achieve these priorities have been put in place.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

85. There is a clear admissions policy to both the nursery and reception classes, and children start both in either September or January, depending on their age. There is a thorough induction programme, which includes home visits for children joining the nursery. Children joining the reception classes visit school the term before they start, and their parents are invited to a curriculum afternoon. At present there are 27 full time pupils in the reception class, of these 10 are over the age of five. 19 pupils in the class attended the school's nursery. A second reception class will start in January. There are 52 children attending for half days in the nursery class. The baseline assessments show that attainment on entry to the reception classes is well above average. By the time the children are of statutory school age, almost all will achieve and many will exceed the expected desirable learning outcomes.

86. The children make good progress in their personal and social development. In the nursery, children understand the classroom routines and are very well behaved. They take turns and share equipment, playing well together and they tidy away on hearing the musical signal to do so. They have valuable opportunities to make choices as they select an activity from a wide range. They understand the need to wash their hands before their daily fruit snack. They take it in turns to hand round the fruit and morning drink and all say please and thank you politely. In the reception class the children co-operate well, are keen to take part in and persevere with activities. They are developing confidence and many change independently for their dance and physical education lessons. Currently the activities are often teacher directed and further opportunities for the children to select an activity and show initiative would be valuable.

87. Good progress is made in language and literacy development. Children listen attentively to the teacher and each other in both the nursery and reception class. Many speak confidently and have a wide vocabulary. The role-play areas, such as the children's ward in the nursery and the dental surgery in reception, effectively encourage the children's imaginative use of language. The children all enjoy hearing stories and while the youngest recognise the front and back covers, the reception children understand the words author and illustrator. A structured phonic programme is used effectively in the reception class, supporting reading and writing development. Higher attaining children are reading simple texts well, while others confidently tell stories from pictures with great enthusiasm and enjoyment. Very good progress with writing is evident as children practise letter patterns in the nursery and engage in writing activities in their 'office'. All the children in the reception class write their own name and higher attaining children are confidently beginning to write sentences.

88. Many opportunities are provided in the nursery for the children to use numbers. For example, they count the milk cartons and pieces of fruit. They are beginning to recognise which type of fruit has more pieces than another type. Children in the reception class can count well and high attainers are confident when using numbers to ten, identifying one more or less than a given number and adding or taking away. All recognise basic shapes and mathematical

language develops well as they use appropriate vocabulary such as short and long. Good progress is made in early mathematical development.

89. The children's knowledge and understanding of the world develops satisfactorily. Nursery children recorded whether it rained or not each day for a week, developing appropriate vocabulary such as wellington boots, puddles and umbrella. They held a harvest celebration, focusing particularly on the Chinese harvest. A parent spoke to them about the customs in China and helped them make moon cakes. The current study of hospitals enables the children to learn about different parts of their body and the senses. In the reception class, children sorted a range of kitchen utensils according to various criteria during their topic on the bakery. They have sequenced the days of the week, recognising yesterday, today and tomorrow and looked at simple routes as they studied Rosie's Walk. Children in the reception class also have opportunities to use information technology to support their learning.

90. Children enjoy singing songs, many with actions, in both the nursery and reception class. They paint, make marbling patterns and collages in the nursery. Reception children have drawn kitchen implements very accurately, showing good observational skills. They have printed mathematical shapes and make plasticine models. In a dance lesson they used their imagination to move as fireworks might. Their creative development is satisfactory.

91. Physical skills develop well in both classes. In the nursery, children use the large equipment outside to develop spatial awareness and control. They are learning to throw and catch a ball. Physical co-ordination develops as they complete puzzles and make models from construction kits. Reception children practise balancing on one leg or two body parts and move backwards showing good awareness of others. They jump or take small running steps as required and move to appropriately to music. They have limited time using the outdoor equipment each week.

92. The quality of teaching for the under fives is good overall. In the nursery, much of the teaching is very good, where the teacher and nursery nurse work closely together to provide a very well structured and stimulating environment. They enjoy very good relationships with the children, and use every opportunity to introduce and reinforce teaching points. The teacher has established clear routines and has organised the resources very well, in labelled containers at an appropriate level to be accessible for the children. Constant oral interaction with the children is very beneficial. In the reception class, the children are well managed, routines are clearly established and a calm, purposeful atmosphere is created. In a very good literacy lesson, the teacher involved the children through skilful questioning as she read to them. Following work on the initial 't' sound, the children were all involved in purposeful activities. The teacher focused on individual children who were writing, conferencing with each very effectively to annotate their work and help them progress. The part time learning support assistance in this class is very beneficial. However, in order for these young children to benefit from adult interaction in all activities, full time assistance is required.

93. The nursery and reception classrooms are of a good size and both have lively displays of children's work. There are adequate resources in both and the secure outside area for the nursery is well resourced and is an excellent facility.

94. There is a recently formulated early years policy which is comprehensive and helpful. This will need to be reviewed in the light of the new foundation stage requirements. Medium term plans show weekly activities for half a term for the areas of learning, and short term planning is similarly mainly identification of activities. When the planning format is reviewed, consideration should be given to showing how the areas of learning progress into the National Curriculum and to identification of learning outcomes.

95. Teachers are assessing and recording children's progress satisfactorily, using guidance provided by the local authority. Samples of writing and number work are being kept and fully annotated in reception, which is good practice.

96. The previous inspection report only referred to the nursery in the section on children under five. It stated that the quality of education provided by the nursery was a strength of the school. With new teachers in both the nursery and reception class, this is still the case. The early years classes provide a good start for children entering school.

Points for action:

provide further opportunities for the children to show initiative and select their own activities in the reception class;

- consider the possibility of providing a full time learning support assistant in the reception class;
- review early years planning to ensure learning outcomes are identified.

ENGLISH, MATHEMATICS AND SCIENCE

English

97. The National Curriculum test results in 1999 show that at the end of Key Stage 1 attainment is well above the national average with 95 per cent of pupils reaching at least the expected level 2, the number of pupils gaining the higher level 3 was also well above average. Compared with similar schools, attainment was well above average. There is little difference in the attainment of boys and girls. At the end of Key Stage 2, the percentage of pupils gaining the expected level 4 and the higher level 5 was well above average. This was an improvement on the results obtained in 1998 and above average for similar schools. There is some variation in the performance of boys and girls, with girls attaining better overall. These results are reflected in the inspection findings, although there are weaknesses in writing at Key Stage 2.

98. Standards of speaking and listening are very high throughout the school and pupils make satisfactory progress. Pupils enter school with the ability to speak confidently and listen to others. Over time, these skills develop and, by the end of Key Stage 1, most pupils listen well to their teachers and to each other and express themselves confidently in increasingly expressive language. By the end of Key Stage 2, high attaining pupils have developed higher order speaking and listening skills so that they can reason with their teachers and each other articulately and confidently while lower attaining pupils are also secure and confident in their oral skills. An example was seen of the effective use of higher order speaking and listening skills when, in a year 6 class, higher attaining pupils discussed the creation of a group poem.

99. Reading also is a positive feature of English. Most pupils start school with good pre-reading skills and make good progress in Key Stage 1. Higher attaining pupils read expressively and fluently a wide range of popular books by established children's authors. Lower attaining pupils develop a sound understanding of phonetics and this contributes to their continuing to make satisfactory progress through Key Stage 2.

100. By the end of Key Stage 2, most pupils read with increasing fluency and higher attaining pupils read very well indeed. They have plenty of opportunities to read aloud in classes and in formal occasions such as school assemblies. Most pupils enjoy reading and they make satisfactory progress. Pupils who make the most progress are generally those whose reading is supported at home as well as at school. Some lower attaining pupils who do not find reading easy do not like it, especially if they are not encouraged to read at home. In both key stages, pupils with special educational needs are well supported in reading and make good progress towards the targets set for them. In Key Stage 2, insufficient attention is paid to the study in depth of texts of any length so that pupils lack good models of high quality writing. The reading content of the literacy hour is not always well used so that, especially in the upper years, pupils' encounter with authors of quality is too superficial and this has a negative impact on the development of their own writing.

101. Pupils enter school with good pre-writing skills. They make satisfactory progress in Key Stage 1. Some of the work seen showed very good examples of writing, such as “My Pet” seen in Year 1 where average pupils produced stories of a good length and standard, showing understanding of full stops. In Year 2 some of the work seen was of significant quality, such as a piece of writing by two pupils on The Willow Pattern Story, which was 300 words in length with well-formed handwriting, secure punctuation and few misspellings.

102. In Key Stage 2, attainment in writing is above national standards. Progress in lessons seen was satisfactory but progress in the work seen is unsatisfactory. Too frequently the work does not match the needs of the pupils so that, with the exception of pupils with individual education plans who receive high quality additional support, low attaining pupils make unsatisfactory learning gains and higher attaining pupils are not challenged sufficiently. Insufficient attention is paid to ensuring that pupils experience a wide range of writing for a variety of purposes. There is too much concentration on imaginative story and a consequent neglect of other forms of writing such as persuasive writing, instructions, invitations and plans. Although poetry of a high standard is produced in shared writing sessions, there is insufficient poetry of a good standard that has been written by individual pupils. Play scripts, letters and diaries are insufficiently covered. Teachers too readily accept work of a low standard and so insufficient attention is paid to the development of style and the use of words chosen adventurously and used precisely.

103. Grammar is well taught and high attaining pupils quickly develop a good understanding of the use of simple and complex sentences and the full range of punctuation. Too little attention, however, is given to ensuring that these high standards are maintained in pupils’ writing. Handwriting, too, is taught well but joined script is introduced later than it should be and insufficient attention is paid to high quality presentation across the curriculum. Pupils at the end of the key stage do not write stories of sufficient length. The average length of a story by a high attaining pupil in Year 5 is 300 words but stories in Year 6 range from 250 words and rarely exceed 500. Pupils report that redrafting is rare, except for poetry and the occasional story, and there was little evidence of redrafting in work.

104. The school has recognised these weaknesses in writing and is taking steps to address these issues. English occupies almost a third of the timetable and this includes additional time for teaching writing. This additional time is a positive feature although pupils report that they do not enjoy the extended writing sessions when they are too formal.

105. Opportunities for drama are provided by performance poetry within the literacy sets, by school assemblies and by a dance-drama club. These opportunities ensure that progress in drama is satisfactory.

106. Pupils behave well in literacy lessons in both key stages. They are keen and willing to learn, except where the teaching has weaknesses, when some can become disruptive. In general, they co-operate well with the teacher and with each other and they have respect for each others’ views.

107. Teaching of English is good in Key Stage 1 and satisfactory in Key Stage 2. In the lessons seen in Key Stage 1, the teaching ranged from very good to unsatisfactory and, in Key Stage 2, the teaching ranged from excellent to unsatisfactory. Particularly good teaching was characterised by secure staff knowledge, clear and explicit lesson aims and structure, and a sense of purpose and pace which kept pupils stimulated and keen to work. For example, in a Year 3 lesson on conversation, the teacher’s high expectations encouraged the pupils to demonstrate their good understanding of technical conventions so that they stimulated each other in the production of work of a high standard. The few unsuccessful lessons were characterised by unclear aims and work that did not match the pupils’ abilities leading to their confusion and the teacher’s irritation. In one lesson, the teacher’s approach was inappropriate with shrill use of the voice and a degree of strictness which was inappropriate to the age of the pupils. In very few lessons was homework used effectively.

108. Since the last report the content of the English curriculum has become much more specific and planning for progression has improved so that it is now a very positive feature. However, a weakness in the collaborative planning, particularly for older pupils in Key Stage 2, is that the pupils in the upper sets cover the same work as

those in the lower sets and so are prevented from making rapid progress.

109. Systems for assessment are thorough and the good work that has been done in analysing test data ensures that pupils' progress is used to inform curriculum planning. The termly writing assessment given to all pupils is an example of good practice. Marking of pupils' work is far too variable. At its best, it is positive and encouraging with clear points for development but, at its weakest, it is minimal with short summary judgements which do not promote good learning. The individual pupil targets, which have been introduced as part of the assessment process, are not specific enough, have no clear review procedure and so are ineffective. For example, one Year 5 pupil target for the term reads "to use punctuation."

110. English is well supported across the curriculum and some very good examples of writing have been seen in other subjects, particularly in history. Teachers are careful to teach the vocabulary of their subjects and so contribute to the success of literacy.

111. English is well managed by the subject leader who has been responsible for implementing the literacy strategy and leading associated staff training. This strong leadership, with the support of the senior management team is a very positive feature and makes a good contribution to raising standards.

Points for Action:

- ensure that text study in Years 5 and 6 has greater depth;
 - widen the range of writing in Key Stage 2;
 - ensure that teachers' expectations of written work are raised;
 - increase the amount of poetry written by individual children;
 - provide opportunities for higher attaining Year 6 pupils to write pieces of significantly greater length;
 - improve differentiation in literacy;
 - improve the quality and consistency of marking;
 - tighten up individual pupil targets and provide for their review when appropriate;
- ensure that higher attainers are not held back by covering the same work at the same time as lower attainers.

Mathematics

112. The National Curriculum test results in 1999 show that at the end of Key Stage 1, the number of pupils gaining the expected level 2 or better was above the national average, and the number reaching the higher level 3 was average. Compared to similar schools, attainment was average. At the end of Key Stage 2, the percentage of pupils gaining the expected level 4 or better was well above the national average, and the percentage gaining the higher level 5 was also well above average. When compared to similar schools, attainment again was well above average. These results are closely reflected in the inspection findings which show that in Key Stage 1 pupils attain standards which are above, and in Key Stage 2 are well above national expectations in all aspects of mathematics. Standards have improved significantly since the last inspection when standards were judged to be above average in numeracy and average in other aspects. In Key Stage 1, already high standards improved steadily from 1996 to 1998 and have been maintained in 1999. In Key Stage 2, standards rose significantly up to 1998 when they fell. As a result of action taken by the school to strengthen its teaching, standards have risen once again in 1999. In both key stages, the overall trend is one of improvement, although it is more marked in Key Stage 2 where in 1999 nearly half of the pupils in Year 6 gained level 5.

113. Standards of numeracy are good in Key Stage 1 and very good in Key Stage 2. Teachers are successfully implementing the National Numeracy Strategy and give appropriate emphasis to the teaching of mental and oral mathematics. They are not yet, however, consistently developing in pupils a range of mental strategies, with opportunities to talk about and explain their methods in order to improve their problem solving skills. In both key stages, pupils carry out number work with increasing confidence, and in all mathematics lessons they have regular opportunities to practise and develop their skills. The youngest pupils have a variety of counting and sorting experiences and they are introduced effectively to the language of number. Older pupils extend their skills in other

subjects, such as design and technology when designing their ideal school canteens, and in geography when recording weather data in a variety of tables, charts and graphs. Teachers, however, frequently miss other opportunities, particularly in science, to plan explicitly for pupils to extend their numeracy skills across the curriculum as a whole.

114. The majority of pupils in both key stages make good progress in number, in their knowledge and understanding of shape, space and measures and in their varied experiences of handling data. Thorough planning by teachers ensures that pupils' learning develops systematically, and they plan carefully to ensure that the tasks they set are closely matched to pupils' needs and prior attainment. Since the last inspection, the whole school emphasis on raising standards of attainment has made a significant contribution to the good progress pupils now make throughout the school. Pupils with special educational needs also make good progress, often attaining levels which are close to the average, as a result of the effective support provided by teachers and classroom learning assistants.

115. The youngest pupils quickly learn to count, recognise and write numbers up to ten, using number lines and objects to count on and count back. By the end of Key Stage 1, all pupils have a good knowledge of the place value of hundreds, tens and units. They add and subtract to twenty and beyond, use halves and quarters confidently and identify and name common two-dimensional and three-dimensional shapes. They use standard and non-standard units for measuring, and they present and interpret information in block graphs. By the end of Key Stage 2, almost all pupils use a range of methods to add, subtract, multiply and divide, and they have a good understanding of the relationship between these operations. They calculate area, perimeter and volume, construct and interpret a wide range of graphs and charts, and measure length, weight and capacity with accuracy. A significant minority of higher attaining pupils deal confidently with percentages and use all four number operations to two decimal places.

116. Pupils' attitudes to mathematics are consistently good, and are often very good. The great majority are well behaved, well motivated and they enjoy their lessons. Pupils listen attentively to their teachers and to each other, and this helps to create the positive working atmosphere found in almost all classrooms. They take pride in their work and show a genuine desire to improve, responding enthusiastically to the wide range of interesting and challenging experiences provided by teachers. They co-operate effectively when working in groups, as in Year 1 where they shared scissors and glue in a mature and sensible manner.

117. The quality of teaching has improved since the last inspection and is now good in both key stages. The teaching helped pupils make good progress in the lessons seen. Teachers have good knowledge of mathematics, and this enables them to emphasise the use of accurate mathematical language, and to ask probing questions in order to extend pupils' thinking. This was demonstrated effectively in Year 2, when the teacher used her magic box to motivate pupils in an investigation of odd and even numbers. Most teachers have high expectations of pupils, and the work they plan is usually demanding and stimulating, as in Year 6 lessons on coordinates in all four quadrants. Pupils of all attainment groups were challenged by a variety of interesting tasks which had been planned thoughtfully to address an area of weakness identified in recent assessment activities. Most lessons are well structured with clearly defined objectives. The objectives, however, are not always specific enough to guide teaching and frequently they are not shared with pupils in order to ensure that their learning is purposeful. In less successful lessons, a weakness occurs when teachers' strategies are not always effective in ensuring that pupils do not call out or interrupt, and that they remain on task. As a result, the pace of the lesson slows and continuity is lost.

118. Mathematics is managed by a knowledgeable and experienced teacher. Her strong leadership and commitment to high standards have helped to create a good ethos for learning. The results of tests and assessments are carefully analysed and targets for improvement are set. In Key Stage 2, pupils are taught in sets determined by prior attainment. This is a very effective arrangement which has a positive impact on progress and on the self esteem of less confident pupils. However, it does not always meet the needs of the small minority of very high attainers. The school is now in a strong position to raise standards even further by sharing the many examples of good practice which are identified through the monitoring process.

Points for action:

- share the many examples of good practice in teaching;
- improve teachers' repertoires of behaviour management strategies;

- give greater emphasis to planning for numeracy across the curriculum.

Science

119. In the end of Key Stage 1 teacher assessments in 1999, attainment was found to be well above average at both the expected level 2 and the higher level 3. Results show an improvement on those gained in 1998. When compared with similar schools, they are above average at level 2 and well above average at level 3. In the end of Key Stage 2 national tests pupils' attainment at the expected level 4 was below average, and at the higher level 5 it was very low. Results were well below average when compared with similar schools. The performance of pupils in science over the last three years has been above the national average, although in 1997 and 1998 results showed some decline in relation to the national average and are below the national average this year. These results are closely reflected in pupils' written work and in their recall and understanding of science. There has been a decline in standards in science, at Key Stage 2, since the last inspection.

120. Pupils make satisfactory progress as they move through Key Stage 1, although there are variations between classes. Evidence from written work completed last year indicates that there are insufficient extension activities in some classes for higher attaining pupils. In some, but not all classes, they are expected to predict what will happen in an investigation. Good progress was made in one of the lessons observed when pupils investigated how temperature affects the melting rate of ice and higher attaining pupils discussed what they thought would happen, how the ice might change and the reasons for the changes. Pupils do make observations and record the results using simple tables, for example, for the growth of a bean. There is more limited evidence, however, of pupils' completing diagrams to support their investigational work. They are able to understand and use specialist vocabulary and pupils make satisfactory progress with the factual elements of science. Older pupils can label diagrams, such as the parts of a plant and can group animals. During the key stage, there is satisfactory coverage of all areas of science required by the National Curriculum. Pupils take care with their written work which is well organised. In almost all lessons, pupils made satisfactory or better progress. Where progress was unsatisfactory it was due to weaknesses in teaching. Work was not well matched to pupils' level of understanding and specialist vocabulary was not explained which resulted in pupils becoming confused.

121. Overall, in Key Stage 2 pupils make unsatisfactory progress. Although science is regularly taught, written work from last year indicates that there is insufficient coverage of all the areas required by the National Curriculum. This is particularly evident in the books of older pupils. There is insufficient coverage of the practical and investigational aspects of the subject and pupils do not develop the necessary understanding of how to set up a fair test and record and interpret the results. Not all aspects of the subject are covered, for example, there was no evidence of work on electricity or describing the functions of parts of a flowering plant. These factors limit attainment and result in unsatisfactory progress over time. In almost all of the lessons observed, pupils made satisfactory progress when studying topics such as evaporation, filtration, the skeleton and materials. Where progress was unsatisfactory it was due to weaknesses in teaching. Expectations of what could be achieved were too modest and the subject knowledge of the teacher was not wholly secure.

122. Pupil's attitudes to learning are positive. They are attentive and interested during whole class introductions and discussions. They are keen to answer questions and follow instructions during practical activities. Most pupils behave very well and settle quickly to work. On very rare occasions, pupils' behaviour is unsatisfactory. They become fidgety, lack concentration and do not co-operate; this is linked with weaknesses in teaching.

123. Overall the quality of teaching in Key Stage 1 is satisfactory. In Key Stage 2 it is unsatisfactory because teachers do not cover all the required aspects of the National Curriculum and pupils make unsatisfactory progress over time. Some unsatisfactory as well as some good teaching was observed in both key stages. In most lessons it was satisfactory or better. There has been some decline in the quality of teaching to that reported at the time of the last inspection.

124. Where teaching was most effective, lessons were well planned and a good range of resources was available.

Teachers used careful questioning to check pupils' knowledge and recall of previously completed work and encouraged pupils to think for themselves. Teachers had a secure knowledge of the subject and effectively used scientific language. Good use was made of a range of teaching methods including direct teaching and practical activities. Activities were well matched to pupils' needs, which enabled all pupils to make satisfactory or good progress. Less effective teaching was observed when teachers did not plan work to meet the needs of pupils, for example, younger pupils in a Key Stage 1 class became confused when they did not understand the difference between terms such as transparent and opaque. There are also weaknesses in teacher knowledge, for example in the teaching of electricity in Key Stage 2 and in investigative work and developing pupils' understanding of fair testing. Higher attaining pupils, in particular, are not being expected to carry out research or write in sufficient length. This limits the amount of progress that can be made. The marking of pupils work is inconsistent, particularly in Key Stage 2. Incorrect work is not noted or corrected and some teachers do not comment when work is poorly presented and words are misspelt.

125. The subject is well managed by two subject leaders. One of the subject leaders has recently taken over responsibility for the subject. They work well together and have specific responsibilities in each key stage. Their role has been appropriately developed, they carry out monitoring of subject planning for each class and identify aspects of the subject which require development. Good use is made of data, for example, from National Curriculum tests to identify areas of strength and weakness. Appropriate action is being taken to improve standards of attainment, and this includes monitoring of lessons and staff training. A new scheme of work has been introduced which covers National Curriculum requirements and improvements are being made to assessment and recording practices. At present, there is insufficient time allocated to the teaching of science, particularly at Key Stage 2. A good range of resources is in place to support the new scheme of work. There has been insufficient improvement since the previous inspection, however, capacity for improvement is satisfactory.

Points for action:

- improve levels of attainment and progress at Key Stage 2;
- ensure that work is well matched to the needs of all pupils, particularly higher attainers in Key Stage 2;
- improve teachers' subject knowledge and ensure that they have appropriate expectations;
- improve the consistency and accuracy of marking;
- continue with monitoring of lessons in order to improve teaching and learning;
- improve the time allocation for science, particularly at Key Stage 2;
- improve assessment and recording practices, as planned.

OTHER SUBJECTS

Information technology

126. Attainment is below that expected nationally at the end of both key stages and progress over time has been unsatisfactory. Overall, standards have declined since the last inspection. The school has identified information technology as an area requiring improvement. A new computer suite has very recently been installed and a planned programme of staff training is taking place. Evidence from lessons indicates that pupils are now producing some promising work using computers and their knowledge and skills are being systematically developed. Pupils in both key stages now receive regular lessons in the suite. Discussions with pupils indicated that prior to this term they rarely used computers to support their work in other subjects. There was also very little evidence of computer use in pupils' previously completed work. A scheme of work is in place which covers all the applications required by the National Curriculum, however, this has not yet been fully taught to all pupils.

127. Younger pupils use computers for writing and drawing applications. For example, Year 2 pupils used a paint program to produce some interesting pictures of fireworks, and pictures in the style of Mondrian. By the end of Key Stage 1, pupils know how to log on to the network, access a program and use a mouse. They do not know how to save and retrieve stored information. Key Stage 2 pupils have some word processing skills. For example, they are

able to change font, use a spell check and print their work. Year 5 pupils can undertake tasks using a spreadsheet. They understand vocabulary such as cell and icon and can use a simple formula to calculate the cost of articles on a shopping list. At present, there is no monitoring of external events or use of control applications, although this is planned.

128. Pupils' attitudes towards information technology are very positive. They concentrate well and follow instructions, although some younger pupils are over enthusiastic and do not listen carefully enough. Pupils take turns, help each other and share ideas. A computer club has recently been started and pupils are very keen to attend. They learn new skills such as the use of a music program to create compositions using different instruments.

129. Until recently there has been insufficient emphasis on the teaching of information technology and a decline in the quality of teaching to that reported at the time of the previous inspection. Overall, teaching is now satisfactory, and progress in the lessons seen was sound. Teachers' planning indicates that there is appropriate emphasis on teaching applications such as word processing, graphics, the use of simulations and spreadsheets and creating multi-media presentations. Some teachers do not have sufficient knowledge to use computers to cover all the applications required by the National Curriculum. This weakness is being addressed by means of a well planned programme of training. In almost all of the lessons observed, teaching was satisfactory and sometimes it was good. The lessons were well planned, skills were effectively discussed and taught to the whole class. Teachers used appropriate terms such as tool bar and maximise, and had satisfactory levels of subject knowledge. Instruction sheets were used effectively to provide additional guidance and older pupils were encouraged to make notes on how to use programs. Where there were weaknesses, for example in a Year 5 lesson, the teacher did not ensure that pupils listened to and followed instructions, pupils became confused and made insufficient progress. Teachers did not ensure that pupils had equal access to the computers, which resulted in a few pupils dominating the activities and others making little progress. During the inspection, there was almost no use of the computers in classrooms by pupils to apply the skills developed in whole class lessons. This is a weakness that needs to be addressed to ensure that all computers are efficiently used.

130. The subject leader has recently taken over responsibility for the subject area. The subject is being well managed and much has been accomplished in the past few months. An appropriate scheme of work is now in place, which covers National Curriculum requirements, and assessment procedures are being developed. A useful portfolio of completed work is being compiled to provide evidence of work being covered. The range and quality of resources is now good and recent developments have been supported financially by the parent teacher association. There are plans to purchase further equipment for control and sensing applications.

Points for action:

fully implement the scheme of work to ensure coverage of National Curriculum requirements and improve attainment and progress;

ensure that staff expertise is further developed with the planned programme of in-service training;

develop assessment procedures as planned;

ensure that computers are used in classes and pupils are given opportunities to apply their skills and knowledge to support work in other subject areas.

Other subjects

131. Standards in **art** have risen since the last inspection and, in the work seen in Key Stage 1, are appropriate for pupils' ages. They enjoy a wide range of experiences and make satisfactory progress as they use variety of media. Year 1 pupils have experimented with shades of colours after studying Renoir's use of blue in his picture 'Umbrellas'. In Year 2, pupils' wax resist plates in Willow pattern style are of a good standard. In Key Stage 2, pupils make unsatisfactory progress over time and much of the work in the upper part of the school is of a lower standard than expected for their ages. Sketchbooks are not used appropriately to record observations and ideas and to experiment with techniques and visual elements.

132. Pupils enjoy art and in Year 6 they concentrated well as they sketched hats, using six different media, in preparation for work on Lowry. In one Key Stage 2 lesson, however, some pupils behaved inappropriately and this led to poor progress. The quality of teaching seen was mostly satisfactory. Since the last inspection, the subject leader has prepared a very good scheme of work and is providing valued support for colleagues. The amount of time allocated to art, however, is low and this has a negative impact on standards, particularly in Key Stage 2, where there is insufficient time available to follow the scheme of work fully. The creation of an art gallery with samples of work well displayed, such as Aboriginal art from Year 1 and computer graphics in the style of Mondrian from Year 2, is successfully raising the profile of art. Some good displays in classes include Year 3's waterfall pictures in the style of the Japanese artist, Hokusai.

133. Pupils are working at the level which is expected for their age, and make satisfactory progress in **design and technology** through both key stages. This is an improvement in Key Stage 2 since the previous inspection. Pupils are provided with opportunities to work using a range of materials including food, wood and card. When designing and making a "Millennium bug" in Year 2, pupils learned about simple mechanisms such as pulleys. During the activity, they used appropriate vocabulary and remembered the sequence of practical tasks required to make the pulley using dowel, plasticine and a cotton reel. Pupils draw out their ideas and annotate them, and notes on the materials and processes used are added. The drawings and notes are well presented. Older pupils use food, for example, to design a "Firework biscuit". During this activity they thought carefully about the preferences of people who would eat the biscuits and developed a number of ideas. When completing a project on shelters, pupils in Year 6 experimented to find how to make paper tubes stronger, and thought about possible materials to use. They completed instruction notes and diagrams of good quality.

134. In the lessons observed during the inspection almost all of the teaching was of satisfactory or good quality. Activities are well planned and specific skills and techniques are well taught, for example how to reinforce framed structures. Open ended questions were effectively used in a Year 6 lesson to prompt pupils to put forward ideas and make suggestions as to how they could be further improved. Where teaching had weaknesses, pupils were not provided with opportunities to try out their ideas in a practical situation and activities are purely design. The subject is well managed and an appropriate scheme of work is in place, which is an improvement since the last inspection. The school has a satisfactory range of resources.

135. Standards in **geography** have improved since the last inspection, and the majority of pupils in both key stages are now working at levels which are better than those expected for their ages. They make good progress as they move through the school, with clear gains in knowledge and understanding through investigating geographical themes and places, and developing an awareness of people's impact on the environment. Teachers' planning is firmly rooted in the requirements of the National Curriculum. This makes a significant contribution to the progress pupils make in the acquisition of important geographical skills concerned with enquiry, fieldwork and making and using maps.

136. By the time they are seven, pupils draw simple plans of their classrooms and use photographs to locate features of their school. They investigate the use of land and buildings in the local area, and make comparisons between Sidcup and Folkestone. Older pupils are well prepared to apply their prior learning effectively to a study of environmental issues in the local area, and to a project which arises from their cross channel visit to Montreuil-sur-Mer.

137. Pupil's attitudes to geography are good. They present their work effectively in graphs, diagrams, tables and a good range of appropriate writing. This contributes significantly to the development of skills in literacy and numeracy. Pupils discuss their work freely, and in Years 5 and 6 were able to recall much of what they had learned in earlier years. They listened carefully and offered their own explanations wherever possible, for example, by relating their understanding of the water cycle to river features using vocabulary such as source, meander and estuary.

138. Where teaching is successful, teachers identify key geographical questions for pupils to pursue. For example, in Year 3 they begin to understand the impact of tourism on Snowdonia and in Year 5 they explore a variety of points of view about the proposed closure of Sayers Croft. Teaching is particularly effective when it includes

fieldwork projects which enable pupils to develop and integrate skills through first hand experiences. This was demonstrated clearly in discussion with pupils about their past work. Teaching is less effective when there is insufficient use of available resources to promote the essential aspects of the subject. For instance, in a Year 1 lesson greater emphasis was given to writing addresses than to using globes and maps to develop pupils' understanding of place. Although resources have been improved since the last inspection, the subject leader has identified a small number of minor gaps such as maps to support fieldwork.

139. In **history** the work seen indicates that pupils are working at levels better than those expected for their ages and progress over time is good. In Key Stage 1, they are introduced to artefacts from the past and begin to understand that past events can be placed in time order. They begin to use historical vocabulary in their writing and can understand that Pepys' diary of the Fire of London is a primary source of information.

140. In the lower part of Key Stage 2, pupils learn about ancient civilisations and can understand the purpose of a timeline to show the length of time that has passed. They begin to ask relevant questions. At the end of the key stage pupils study more modern history and have the opportunity to ask questions of people who lived in the recent past. Pupils respond well to history, they show great interest and some engage in research at home.

141. Teaching in the lessons seen was good, characterised by high expectations, good teacher knowledge and well-organised resources. History is very well supported by a range of interesting visits, which have a positive impact on learning. There are a number of very stimulating displays around the corridors highlighting the importance placed by the school on history.

142. History makes a good contribution to the teaching of literacy in the writing of accounts and the creation of facsimile documents such as the very good facsimile Fire of London diaries seen in Year 2 and the good accounts of the Trojan horse seen in a Year 4 lesson.

143. The subject is well managed. Since the last inspection the subject leader has re-written and implemented the policy in the light of changes to the National Curriculum and ensured that it is well resourced. The subject leader provides strong leadership and has set up systems for monitoring the delivery of the subject so that high standards are maintained.

144. Attainment in class **music** lessons is below the expected standard. This is due to a number of factors, including the lack of a scheme of work. The school is waiting for national guidance to be published early next year. Consequently, there is no guidance for the less confident teacher and progression and continuity are not catered for. There is no assessment of pupils' attainment and progress. The time allocated to music is below average in some years and this is having a negative impact on standards. The newly appointed subject leader has mounted some useful displays to generate interest in music.

145. Those pupils who are members of the school choir or orchestra and learn to play an instrument achieve good standards, as the previous inspection report indicated. The choir meets weekly at lunch time and the orchestra after school. The latter is impressive, with fifteen pupils playing a variety of string, percussion, woodwind and brass instruments. They have opportunities to perform in school and the local community.

146. Pupils say they enjoy music, particularly those who learn to play an instrument. They sing tunefully and with enthusiasm in Key Stage 1, particularly enjoying action songs. In Key Stage 2, most sing tunefully, showing appropriate awareness of dynamics. A number of the older pupils, however, do not join in enthusiastically in hymn practice, leading to disappointing results. In class lessons, pupils listen to a range of music and express feelings and opinions. For example, in Year 4, pupils listened to Handel's Music for the Royal Fireworks, recognising some instruments and creating imaginative pictures as they listened.

147. Throughout the school, pupils experience a good range of **physical education** activities, including dance, gymnastics and games, and additionally in Key Stage 2 athletics, outdoor and adventure activities and swimming. In both key stages, most pupils' attain standards overall which are similar to those which are usually found in pupils of

the same ages. They make satisfactory progress. Pupils with special educational needs are successfully integrated into lessons, and they too make satisfactory progress, usually attaining standards which are in line with other pupils of their age. Pupils perform basic skills with increasing competence and they willingly practise in order to improve. During the inspection, lessons were observed in games, gymnastics and swimming.

148. Generally, pupils' attitudes to physical education are good. The majority of pupils enjoy their lessons, taking part enthusiastically and working hard to better their skills. They respond positively to the teacher by listening attentively and following instructions carefully. Pupils are very supportive of each other, and when given the opportunity, demonstrate effectively to help others improve. In a few lessons, however, the inappropriate behaviour of a small but significant minority of pupils causes others to lose concentration.

149. Teaching in the lessons seen was predominantly satisfactory and occasionally good. The strengths of the teaching were when there was continuous interaction between pupils and teacher, with an emphasis on the cycle of pupils planning, performing and evaluating their own and others' actions. Teachers, however, do not always have sufficient knowledge or expertise to carry this out with confidence. In a gymnastics lesson in Year 2, the teacher's clear explanations made a significant contribution to the good standards achieved by pupils of all attainment levels. She monitored and assessed their performance throughout the lesson, gave positive and constructive feedback and expected a good quality response. In less successful lessons where there is insufficient direct teaching, pupils simply repeat skills which have been previously learned and progress is slower than might be expected.

150. There is insufficient guidance for teachers on the systematic development of skills as pupils move through the school. The recently appointed subject leader has quite correctly identified this and the need to improve teachers' expertise as priorities for action. The range and number of extra-curricular activities for older pupils are good, and teams represent the school successfully in traditional sports.

151. The inspection of this school included a focused review of **swimming**. By the end of Key Stage 2, standards of attainment in swimming are better than those which are normally seen in pupils of similar ages. About 85 per cent of pupils in Year 6 are already working confidently at levels which exceed those required by the National Curriculum. They make good progress as a result of the effective coaching of the swimming instructor and the encouraging manner of the class teacher who takes the less confident group.

152. The swimming programme is planned effectively by the instructor who also maintains records of progress and assesses pupils regularly for distance and technique. Organisational arrangements are very good. Pupils are well supervised on the short walk to the pool, in the changing rooms and on the poolside. They behave well and work hard with sustained effort throughout the lesson.

Points for action:

- improve the use of sketchbooks in art Key Stage 2;
 - raise the standard of work in art the upper part of the school;
 - ensure that all teachers are confident in developing essential geographical skills;
 - continue to improve resources in geography;
 - ensure the scheme of work for music is introduced as soon as possible to provide continuity and progression;
- provide in-service training for teachers when introducing the new music scheme, to help all feel confident when teaching class music;
- provide teachers with guidance on the systematic development physical education skills, ensuring that learning builds successfully on earlier experiences.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

153. The inspection was carried out by a team of five inspectors over a period of five days. 24 inspector days were spent in the school. For the majority of the time in the school the inspectors visited classes, looked at pupils' work and talked with individuals and groups of pupils. There were almost 90 lesson observations, which took almost 70 hours. The work of a sample of pupils was evaluated from each year group. Pupils from each year group were heard reading. Planned discussions were held with the teaching staff, including the headteacher, administrative and support staff and several governors. Many policy documents, teachers' planning and assessment records were scrutinised. A parents' meeting was held prior to the inspection and almost 30 parents attended. A questionnaire about the school was returned by 79 families. Information from parents was used by inspectors to guide their work.

DATA AND INDICATORS

154. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	390	1	27	7
Nursery Unit/School	25.5	1	1	0

Teachers and classes

155. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)

15.6

Number of pupils per qualified teacher

25

156. Education support staff (YR – Y6)

Total number of education support staff

13

Total aggregate hours worked each week

89

157. Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)

1

Number of pupils per qualified teacher

25.5

158. Education support staff (Nursery school, classes or unit)

Total number of education support staff

3

Total aggregate hours worked each week

50

Average class size:

10

159. Financial data

Financial year:

1998/9

	£
Total Income	667470
Total Expenditure	664683
Expenditure per pupil	1560.29
Balance brought forward from previous year	-1131
Balance carried forward to next year	1656

160. PARENTAL SURVEY

Number of questionnaires sent out:

390

Number of questionnaires returned:

79

Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	25	52	10	10	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	28	63	4	5	0
The school handles complaints from parents well	6	46	41	6	1
The school gives me a clear understanding of what is taught	14	63	15	4	4
The school keeps me well informed about my child(ren)'s progress	9	49	24	14	4
The school enables my child(ren) to achieve a good standard of work	16	65	10	6	3
The school encourages children to get involved in more than just their daily lessons	13	56	22	8	3
I am satisfied with the work that my child(ren) is/are expected to do at home	16	57	11	8	8
The school's values and attitudes have a positive effect on my child(ren)	32	56	9	4	0
The school achieves high standards of good behaviour	20	65	13	3	0
My child(ren) like(s) school	33	53	8	6	0

Other issues raised by parents

161. Almost 30 parents attended the meeting held before the inspection, just over 20 per cent of the questionnaires were returned. Parents, both in the responses received and at the parents meeting expressed differing views. Although some parents expressed concern over a variety of issues, there was general agreement that the school provided a caring and supportive environment in which Christian and moral values were developed.