

INSPECTION REPORT

ST VINCENT'S CATHOLIC PRIMARY SCHOOL

Mottingham, London

LEA area: Bromley

Unique reference number: 101652

Headteacher: Mrs D Wright

Reporting inspector: Mr Paul Evans
20737

Dates of inspection: 5th – 9th February 2001

Inspection number: 189317

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Harting Road Mottingham London
Postcode:	SE9 4JR
Telephone number:	020 8857 5134
Fax number:	020 8851 3841
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Doreen Grigson
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20737	Paul Evans	Registered inspector	Mathematics Information and communication technology Design and technology Physical education English as an additional language	How high are standards? How well are pupils taught?
14347	Joan Lindsay	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
7813	Kevin Wood	Team inspector	Special educational needs English Geography History	How well is the school led and managed?
22577	Margaret Hart	Team inspector	Provision for children in the Foundation Stage Equal opportunities Science Art and Design Music	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Vincent's Catholic Primary School is situated in Mottingham, which is a residential area of outer London, close to Bromley. Pupils come from a wide area and from a variety of backgrounds. While there are a high percentage of Catholic children there is a satisfactory balance of children of other beliefs. The school provides education for 214 pupils between four and eleven years of age, 95 boys and 119 girls. The number of pupils eligible for free school meals is broadly in line with the national average as is the number of pupils on the school's special educational needs register, including those with a statement of special educational needs. Although one per cent of the school's population has been identified as having English as an additional language, these children are truly bi-lingual. On entry to the school most children have an average level of attainment.

HOW GOOD THE SCHOOL IS

The educational vision and guidance of the headteacher are very good. There is a good level of teamwork between all teachers and support staff. The effectiveness of the governing body is good. The quality of teaching throughout the school is good, overall. Provision for the welfare and personal development of pupils is very good. The effectiveness of the school's strategies for promoting equal opportunities is very good.

Taking into account its context, the standards that it achieves, the quality of education that it provides for all its pupils and the money that it spends, the school's effectiveness and the value for money that it provides are both good.

What the school does well

- The school achieves standards which are well above average in English, mathematics and science at the end of Key Stage 2 and are above average in reading at the end of Key Stage 1.
- The headteacher provides very good educational direction for the school.
- The level of teamwork amongst all staff is good.
- The provision for pupils' spiritual, moral and social development is very good.
- The provision for pupils personal development and the level of relationships is very good.
- Pupils' attitudes to school and their behaviour are both very good.
- The effectiveness of the principle of best value is very good.

What could be improved

- The monitoring of the delivery of the curriculum and the quality of teaching.
- The quality and use of the day to day assessment of pupils' work.
- The pace of pupils' progress especially in writing and mathematics in Key Stage 1.
- The consistency of the quality of marking.
- The consistency of the quality of teachers' planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. The key issues in that inspection were: the raising of standards in science, design and technology and art; improvements in lesson planning; the monitoring and evaluation of standards; the implementation of the school's development planning through detailed action plans and the raising of the development of pupils' cultural development. All these issues have been dealt with well or very well. There has been good improvement in the quality of teaching. Within the issue of raising the cultural development of pupils, the school recognises that it still has improvement to make in pupils' knowledge and understanding of the multi-cultural nature of our society and their place within it. This inspection report raises issues which are extensions to some of the improvements the school has already made. Overall, the school has made very good improvement since the last inspection and has good capacity for further improvement.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	C	A	A	A
Mathematics	B	B	A	A
Science	C	A	A	A

Key

well above average A

above average B

average C

below average D

well below average E

In the national tests for seven-year-olds in 2000 the school's results were above the national average in reading and in line with the national average in writing and mathematics. Standards in science, according to teacher assessments were above the national average. Since 1998, even though standards in reading remain above average, standards in writing are average and the school's results in English have declined slightly. Standards in mathematics have remained consistently close to the national average during the same four-year period.

The results for eleven-year-olds were well above average in English, mathematics and science. When compared to the results of similar schools these results were average for seven-year olds and well above average for eleven-year-olds. Since 1998 standards in English, mathematics and science have risen steadily at levels exceeding national expectations.

These standards, in both key stages, are confirmed by inspection evidence.

Standards in art and design and in design and technology are now broadly in line with expectations at the end of both key stages. Standards in music are above average at the end of both key stages. In history, standards are above expectations at the end of Key Stage 1 and in line with expectations at the end of Key Stage 2. Standards in all other subjects are in line with expectations at the end of both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very good attitudes to school. They concentrate very well and are enthusiastic about the work that they undertake.
Behaviour, in and out of classrooms	Very good. Behaviour in and out of classrooms is almost always very good.
Personal development and relationships	Very good. The relationship between pupils and pupils and their teachers is very good.
Attendance	Satisfactory. Attendance is broadly in line with the national average.

The attitudes to school and the behaviour of all pupils are very good. The provision for their personal development and their relationships, both with each other and with the teaching and support staff, are also very good.

TEACHING AND LEARNING

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

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

The quality of teaching throughout the school is good, overall, and it is good in all three stages of the school. The teaching of English and literacy and mathematics and numeracy are good throughout the school.

During the week of the inspection, 49 lessons or parts of lessons were observed across all areas of the school. In six per cent of lessons the quality of teaching was excellent and in another 27 per cent it was very good. The teaching in 41 per cent of lessons was good and in 22 per cent the quality of teaching was satisfactory. The remaining four per cent of teaching was unsatisfactory.

The quality of teaching meets the requirements of all the school's pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good throughout the school. Extra-curricular activities satisfactorily enhance the provision for pupils' learning.
Provision for pupils with special educational needs	Is good throughout the school. All pupils with special educational needs are well supported in classrooms.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual, moral and social development is very good. Provision for cultural development is good.
How well the school cares for its pupils	Very good. All staff know and care for all pupils of the school. There is an atmosphere of respect between staff and pupils. However, there is a weakness in the day to day assessment of pupils' work and the use of this information to guide future lesson planning.

The relationship between the school and parents is very good. The curriculum meets statutory requirements and is satisfactorily broadened by the provision of extra-curricular activities. The provision for the welfare and personal development of all pupils is very good. However, the use of day to day assessment to guide future planning to carefully match work to pupils' developing abilities is inconsistent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The good level of teamwork of all staff complements the very good vision and direction of the headteacher.
How well the governors fulfil their responsibilities	Good. The governing body has good structures and fully understands the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. The evaluation of the school's provision is well used to guide planning for improvement.
The strategic use of resources	Good. The headteacher and the governors understand the principles of best value very well.

The number, qualifications and levels of experience of the teaching and support staff to meet the demands of the curriculum are good.

The headteacher's educational vision and direction for the school are very good. Together with the good contribution of the governors and the good level of teamwork of all members of staff, this represents good quality leadership and management, overall.

The school's application of the principle of best value is very good. The school's accommodation is satisfactory for the delivery of the curriculum. The range and quality of resources for teaching and learning are also satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching in the school. • Their children like school. • The high expectations the school has for their children. • The progress their children are making. • They are comfortable to approach the school with any questions or concerns. • They feel the school is well led and managed. 	<ul style="list-style-type: none"> • The provision of extra-curricular activities.

Inspection evidence supports the positive views of the majority of parents. The school's provision for extra-curricular activities is satisfactory. This does not support the views of a minority of parents.

Parents are happy with the annual written reports and the information that they contain about their children's progress. These annual reports do contain all the statutory information required. However, inspection evidence shows that while these reports do contain clear indications of pupils' progress. However, individual targets should be more commonly used and more specific to individual pupils' needs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the time of the last inspection, September 1996, standards in English and mathematics were judged to be average and standards in science were below the national average in both key stages. Standards in all other subjects were judged to be satisfactory except for art in Key Stage 2 and design and technology in both key stages, which were judged unsatisfactory. Standards in English, mathematics and science have improved substantially since then. Standards in all three subjects are now well above average at the end of Key Stage 2. Standards in art and design and in design and technology have also been raised and they are now broadly in line with expectations at the end of both key stages. Standards in music are above average at the end of both key stages. In history, standards are above expectations at the end of Key Stage 1 and in line with expectations at the end of Key Stage 2. Standards in all other subjects are in line with expectations at the end of both key stages. This represents a very good level of improvement since the last inspection.
2. On entry to the school children's levels of attainment are average. By the time that they enter Year 1 all children achieve the targets in the Early Learning Goals and many exceed them, in all six areas of learning.
3. In the 2000 national tests at the end of Key Stage 1, the percentage of pupils achieving level 2 or above, the expected level for seven-year-olds, was above the national average in reading and average in writing and mathematics. In the 1997 tests standards were broadly in line with national averages in all three subjects. The 1998 results showed a substantial improvement in both reading and writing. However, since 1998 even though standards in reading remain above average, standards in writing are average and the school's results in English have declined slightly. Standards in mathematics have remained consistently close to the national average during the same four-year period.
4. In the end of Key Stage 2 national tests in 2000, the percentage of pupils reaching level 4 and above, the expected level for eleven year olds, was well above the national average in English, mathematics and science. In 1997, standards in all three subjects were well above the national average, but the 1998 results fell to be broadly in line with national averages. However, since 1998, standards in English, mathematics and science have risen steadily at levels exceeding national expectations.
5. When compared to the results of schools with a similar context the school's results are average in English, mathematics and science at the end of Key Stage 1, but are well above average at the end of Key Stage 2.
6. The school sets challenging, though realistic, targets and implements strategies which enable the achievement of those targets. Standards of work in literacy and numeracy, seen during the inspection were good in Key Stage 1 and very good in Key Stage 2. Pupils with special educational needs make good progress throughout the school.

Pupils' attitudes, values and personal development

7. The personal, social and emotional development of children in the foundation Stage is good. Reception class children take a full part in the life of the school and move around with great confidence. As in all classes, they take part in the school's spiritual life, prayers and assemblies. All are on course to exceed Early Learning Goals in this area, by the time that they move into Key Stage 1.

8. Pupils' attitudes to school are very good and have improved even further from the good levels seen at the last inspection. In the responses of parents to the pre-inspection questionnaire, 95 per cent stated that their children like coming to school. This is reflected in the admirable enthusiasm and enjoyment they show for their work. For example, pupils in a Key Stage 2 English lesson approached their task of constructing the opening sentence of a biography with gusto. They worked industriously and were proud of their achievements. Pupils of all ages who were asked to read individually to inspectors spoke of their enthusiasm for books and their love of reading. Pupils also participate eagerly in the extracurricular activities available such as the lunchtime chess club.
9. The behaviour of pupils is also now very good both in and around the school. On rare occasions, a small minority demonstrate lower standards of behaviour, but this is usually due to teaching strategies being less effective. Ninety-eight per cent of parents feel that behaviour is good in the school and during the inspection there was no evidence whatsoever of intimidation or harassment. Pupils have a very clear understanding of what is expected of them in terms of behaviour and discipline and they almost always meet these high expectations. There have been no recent exclusions from school, again an improvement from the one reported temporary exclusion at the time of the last inspection.
10. Very good relationships are evident throughout the school. Pupils are treated in a very caring yet mature way by all staff, including the highly effective midday supervisors. They respond positively to this and there is a high level of mutual respect shown. Pupils also show a good level of respect for the feelings of their peers both in class and in the playground. For example when asked to comment on the work of others, Year 6 pupils did so sensitively and constructively. In the playground, a boy in Key Stage 1 offered to look after a friend who seemed to be upset. Pupils accept each other regardless of background, race or special educational needs and they are very supportive of each other. They are also very polite, friendly and open in their discussions with visitors.
11. The extent to which pupils show initiative and take responsibility is good and has improved since the previous inspection. Pupils are now more independent in class and take responsibility for their own learning through the good use of thinking and investigative skills. Pupils' personal development is enhanced through responsibility for jobs in the classroom and through the appointment of prefects in Year 6. However, there are still areas that could be developed to give whole school responsibility, such as setting up a school council, appointing house captains and library monitors and having more formalised pairing of older and younger pupils. The school has already given consideration to these issues.
12. The personal development of pupils is improved further through the range of visits made to places of interest such as museums, both local and in London, and by a number of visitors coming into the school. These range from the police liaison officer and a fire officer to theatre groups.
13. There has been a very slight improvement in the overall attendance figure since the previous inspection and, at just below the national average, it is satisfactory. Although unauthorised absence seems to have risen this is as a result of the school's more rigorous approach to what constitutes an authorised absence. Registers show that there are a number of instances of parents taking more than ten days holiday during term time and this is an area that the school has some concern about. The great majority of pupils arrive punctually and, as a result, no teaching time is lost.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching throughout the school is good, overall, and it is good in all three stages of the school.
15. During the week of the inspection, 49 lessons or parts of lessons were observed across all areas of the school. In six per cent of lessons the quality of teaching was excellent and in another 27 per cent it was very good. The teaching in 41 per cent of lessons was good and in 22 per cent the

quality of teaching was satisfactory. The remaining four per cent of teaching was less than satisfactory.

16. All the teaching seen in the Foundation Stage was good. Thirty three per cent of the teaching observed in Key Stage 1, was very good. Excellent or very good teaching was observed in 41 per cent of lessons in Key Stage 2. While very good or excellent teaching was observed in both key stages, there were a greater number of lessons of this very high quality observed in Key Stage 2 than in Key Stage 1. This high quality teaching was typified by the sharing of learning objectives with pupils, high expectations of pupils' involvement and effort, good pace and very good behavioural management. Throughout the school, the teamwork between teachers and learning-support assistants and parent volunteers is very good. This has a positive effect on pupils' learning, maintaining their attention and focusing their concentration on their work. In a good lesson on creative development in the Foundation Stage the teacher gave a very good introduction. She challenged children to choose appropriate musical instruments to illustrate the story she had read. This caused children to apply good levels of imagination. The learning-support assistant worked very well with a small group of children, using the joint planning to involve them all thoroughly in the activity.
17. When teaching is at this high level the very consistent management of pupils' behaviour by the class teacher and the learning-support assistants often maintains the quality of pupils' learning. The high level of teamwork between these members of staff within classrooms is a significant factor in promoting pupils' levels of learning. For example, in one lesson in literacy in Key Stage 1 the teacher shared the learning objective with the class before using her very good skills in questioning to encourage pupils to recall their previous work. She used a very good range of teaching skills to maintain a high level of pace while subtly managing the behaviour of all pupils. The very close teamwork between the teacher and the learning-support assistant maintained a good level of pupil learning throughout. When the level of teaching was less than satisfactory the pace of the lesson was slow, the management of pupils' behaviour did not prevent inattention and the level of challenge was low. In one lesson in physical education, the teacher's focus on one group of pupils allowed others to undertake unsafe practices of inversion and rolling.
18. The quality of teaching of literacy is good, overall, with some excellent teaching in Key Stage 2. Some teachers demonstrate high-level skills as storytellers, which captivate pupils from the beginning of the lesson. Short-term planning is undertaken within the framework of the National Literacy Strategy and teachers create an excellent atmosphere for learning and a high level of challenge. Pupils respond very well to this well-structured approach. In an excellent lesson in Key Stage 2, on parts of speech, the class teacher struck an excellent balance between his input and allowing pupils to use their very well-developed speaking and listening skills to express their ideas and preferences.
19. The National Numeracy Strategy has been well introduced. The balance of lessons is good and a particular strength is the development of pupils' mental strategies of calculation. In a very good lesson in Year 4 the teacher's very good questioning skills enabled pupils of all abilities to be successful in the highly paced mental introduction. She cleverly matched the pace of her questioning to the level at which pupils were able to learn about multiplying and dividing by 10, 100 and 1000. Once again, pupils were captivated by the enthusiasm in the exposition and worked very hard at their tasks throughout the lesson. When teaching in numeracy was satisfactory it lacked the high pace and expectations demonstrated in lessons of the highest quality. For example, in a lesson in Key Stage 1, although pupils used different resources to develop their understanding of repeating patterns, the level of work was the same for all pupils. This limited the level of challenge for many average and all more able pupils.
20. Through its weekly planning for literacy and numeracy, the school requires teachers to evaluate the daily progress of the pupils. These evaluations lack detail and are insufficiently used, in some classes, to inform the planning for subsequent lessons.
21. Teachers, with good levels of assistance from support staff, appropriately modify teaching methods and resources. As a result of this effective support, pupils with special educational needs learn

well alongside their fellow pupils. These pupils have good opportunities for small group or individual work. For example, in Key Stage 1, pupils with learning difficulties in literacy successfully discuss and complete partly-prepared sentences with good levels of understanding and accuracy. This input enables them to complete similar work to that of the pupils in the rest of the class, who are able to write sentences unaided. The teaching of pupils with special educational needs is mostly good, sometimes very good. Lessons are well planned to support pupils with special educational needs, including those with statements of special educational needs, in both individual and small group teaching, often with the support of a classroom assistant. There is successful liaison between the Special Educational Needs Co-ordinator, the classroom assistants and the class teachers, so that pupils' needs are properly identified and they are enabled to make good progress.

22. Individual Education Plans for pupils with special educational needs effectively identify pupils' needs, especially in literacy and increasingly in numeracy and help to ensure full access to the curriculum. The targets within them are practical.
23. The quality of teaching in personal, social and health education is good overall, enabling pupils to learn to respect each other's feelings and to learn to keep their promises. The teaching of music is very good in Key Stage 2. The teaching of information and communication technology is good in Key Stage 1 and very good in Key Stage 2. The quality of teaching in physical education and geography ranges from very good to unsatisfactory, but is sound, overall, in both subjects.
24. Throughout the school the development of day-to-day assessment and its use to guide future planning is inconsistent and there is no whole-school approach yet in place. Marking is unevenly developed. The very good example seen in Year 6 is not consistently practised throughout the school. Here marking is used to influence planning and the curriculum input is appropriately modified to meet the pupils' needs.
25. While the monitoring of the delivery of the curriculum has been undertaken in some areas, for example, in mathematics and literacy, it has not yet developed into a regular and rigorous system for monitoring the quality of teaching. This is less than satisfactory.
26. The use of homework is regular and has a satisfactory effect on raising pupils' standards of learning.

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

27. The curriculum of the school fully meets the requirements of the National Curriculum. Its coverage of the different strands of all subjects is thorough. It has been satisfactorily improved since the last inspection and pupils are taught appropriately about health education, the use and misuse of drugs and medicines and, in line with the decision of the governing body on sex education, appropriate aspects of physical maturation and development. The subjects of the National Curriculum have good policies and schemes of work. Medium and long term planning are firmly in place and short term planning is clearly linked to these and to the appropriate programmes of study of the National Curriculum. The provision for pupils' personal and social education permeates the whole curriculum and is very successful in its outcomes. Religious education is provided in accordance with the school's status as a Roman Catholic school and is not a focus in this inspection. For children under five an appropriate curriculum is provided, following the most recent advice on the curriculum for Foundation Stage children. The very effective planning of the curriculum ensures that all these children are well prepared to enter Key Stage 1 when the time comes. Both the National Literacy Strategy and the National Numeracy Strategy are fully and effectively in place. Virtually all pupils have full access to the whole curriculum, including pupils who have special educational needs. Where a modification to the curriculum has been made – e.g. a pupil working outside the age appropriate programmes of study – this is justified by exceptional circumstances, such as a pupil's repeated absence for long periods of time.
28. The school makes very good use of specialist staff skills. An example of this is the "buying in" for a period of a specialist information and communication technology teacher who is currently

teaching classes and providing staff in service training in the new computer suite. The school day runs smoothly and makes good use of time for teaching, with very little delay or “slippage”. This allows pupils to benefit from their curriculum time, even when the time allocated to a subject is a little less than in most schools, for example, as in science, where the results achieved by pupils remain good or very good because the time is fully and efficiently used.

29. Although some parents feel that there is insufficient provision of extra curricular activities, inspection evidence finds that this provision is satisfactory. There are, weather permitting, various sports activities after school or at lunchtime, informal music activities before school and at lunch times and a chess club organised by pupils.
30. The curriculum is satisfactorily enhanced through links with the community. Aside from the Church, which is clearly of great importance for this school, there are good links with the local police, fire brigade and Health Authority, focusing on personal safety, fire safety and healthy living. Links with industry are good, for example, the funding provided by BP for a joint art project with Eltham College. There are concerts, both those given by pupils and those offered by visiting musicians and performing artists. Theatre groups also extend pupils’ learning, for example, the one offering work on equality of opportunity in “Bill’s New Frock”. The local natural environment is explored, including a trip to Chislehurst Caves. Adults are invited to contribute to pupils’ learning by talking about their experiences, for example, as evacuees in World War II.
31. The school is fed by many different Nurseries and feeds into many secondary schools. This makes it difficult to develop very close relationships. Nevertheless, satisfactory relationships are forged and maintained in the interests of the smooth transfer of pupils.
32. The school makes very good provision for pupils’ spiritual development. Apart from the religious aspects which are in evidence throughout the school day, pupils are given access to the spiritual aspects of music, dance, art and literature, geography, science and history, in that they are made aware of powers greater than themselves and events evoking their awe and wonder.
33. Provision for moral development is also very good. This is partly through the ethos of the school and the example of all staff, but also through explicit teaching of how to behave to one another and what is right and what is wrong. Moral standards are well taught and well learned and their results make the school a pleasant place in which to work and learn, and the pupils a strength of the school.
34. Provision for social development is also very good. Pupils learn, again through example as well as explicit teaching, to be very good members of this community. They can be seen showing concern for one another and have a clear idea of their responsibilities towards one another and the impact of their actions on others. They work well together in pairs and in groups, show responsibility and often show initiative in helping others. There is not yet the opportunity for pupils to take part in a school council or act as house captains. Nevertheless, the provision and its outcomes are very good.
35. Provision for cultural development is good. Pupils have the opportunity to appreciate their own culture through art, music, literature, history and dance. There are strong features of cultural development, in particular the European and Catholic cultural history. Pupils and staff from diverse cultures are valued members of the school community. However, the school does not yet fully teach its pupils about the rich cultural diversity of the world around us and their place within it. Some work still needs to be done in this area of cultural development.
36. Pupils with special educational needs are grouped with other low attaining pupils in classes. They are sometimes withdrawn individually to receive regular one-to-one tuition from one of two part-time special educational needs teachers in the special educational needs room. This provision is effective and beneficial.
37. Special educational needs pupils are usually well provided for in class with work which is well matched to their individual levels of ability, particularly in literacy and numeracy. There is, however, inconsistency in this provision in other areas of the curriculum. Class teachers hold detailed

records and copies of individual education plans, so that the curriculum is usually well organised to cater for the needs of pupils with special educational needs.

38. Arrangements for using individual education plans are good. The targets set ensure full access to the curriculum. They are used well, for example to support pupils with special educational needs in literacy in Year 1.
39. Pupils with statements of special educational needs receive effective individual support from their attached learning support assistant. One of the learning support assistants, for example, worked with a Stage 5 pupil and others in a Year 6 numeracy lesson. Another learning support assistant, in a Year 2 literacy lesson, made a good contribution to pupils' learning with the quality of her questioning and the praise that she gave them.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school is a safe and caring community, which makes every effort to ensure its pupils' health, welfare and safety.
41. There are good procedures for child protection. All staff have up to date training in child protection and there are clear LEA guidelines, which the school follows carefully. The head teacher regularly monitors the safety of the buildings in line with the local education authority guidelines on risk assessment and the premises manager maintains a clean, secure and safe environment. All staff have basic training in first aid and can cope with minor injuries. Only one fully qualified first-aider is currently available in school, but a further training course has been booked to increase this to two. First aid is appropriately administered and recorded, as is the giving of medication to pupils where this is necessary. Appropriate records are kept of accidents and incidents and there is good communication with parents on these matters. Fire drills and checks on fire alarms are regularly carried out and electrical equipment and fire extinguishers are regularly checked. The school works well with other authorities and professionals to promote the interests and welfare of all its pupils.
42. The school has a very good level of pastoral care. All pupils are very well known to their class teacher and to other members of teaching and support staff. All pupils feel safe and valued in the school environment. Pupils who have special educational needs receive the provision they should have and their progress is well monitored and supported.
43. There are good systems for promoting good attendance. Parents are clearly informed of what constitutes authorised and unauthorised attendance and of the rules for taking holidays in term time. Procedures to follow if a pupil is absent are made clear as part of the information given to parents on the entry of their child to the school. The importance of contacting the school before 10 am on the first day of absence is emphasised and the school makes every effort to get in touch with a parent if a child does not arrive and there is no contact. With a very few minor exceptions that have been pointed out to the school, registers are marked according to legal requirements.
44. The school has in place good systems for tracking attainment and progress over time. There has been sound progress in this respect from the last inspection. There has been a good start made on analysing pupils' performance in national tests and assessments and determining where in the curriculum particular effort needs to be made. The attainment of pupils at the end of Key Stage 2 clearly reflects the efforts the school has made in the core subjects of mathematics, English and science. In the foundation subjects a start has been made on regular assessment of individual pupils against the closest "fit" to National Curriculum levels. However, while good progress has been made on a school level, there remains variation of practice in day to day assessment which needs to feed in to lesson planning, so that teachers know which pupils need to repeat or reinforce a particular skill or piece of knowledge. There are examples of good practice, but there are also inconsistencies between individual teachers. The monitoring by subject co-ordinators is not yet sufficiently advanced to deal with this problem, which has an impact on standards. There are very good systems for tracking pupils' personal development and for giving them educational and

personal guidance. This is evident in the attainment, attitudes and behaviour of the pupils, who are a credit to the school and to their parents.

45. The special educational needs policy is coherent, clearly adhering to the nationally agreed Code of Practice. The detailed records of special educational needs, including the special educational needs Register, indicate effective assessment of needs. There are very consistent procedures that ensure pupils move through the stages of the Code of Practice, either up or down, or indeed, off the register when progress allows.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The evidence from the pre-inspection questionnaires and the parents' meeting shows that parents have very good views of the school and are very supportive of the work undertaken. Inspection evidence supports the positive views of the great majority of parents. This is an area of improvement since the last inspection. For example, all parents who responded to the questionnaire believe that teaching is good and 99 per cent feel that the school has high expectations of their children and helps them to become mature and responsible. The only area where a significant minority felt there could be an improvement was in the range of extracurricular activities. Inspectors do not entirely share this view as the range of clubs such as football, chess and the bird club is deemed to be satisfactory, although only available to Key Stage 2 pupils. In addition, parents have the opportunity to pay for music tuition for their children.
47. The headteacher and her staff have worked hard to develop very good, effective links with parents. Members of staff are considered to be very approachable by parents, who feel welcome in the school. Many parents come in to help on a regular basis and a skills database is used effectively so that parental assistance is given in information and communication technology, design and technology. Parents also assist by hearing pupils read and taking part in specific role play exercises, for example, when dressing up as Florence Nightingale for a Key Stage 1 history lesson. Overall, the impact of parents on the work of the school is very good. The great majority assist with homework and reading record books show that they hear their children read at home very regularly. This strong partnership, founded on the home-school agreement, has a very positive impact on children's learning.
48. On a practical level, the recently formed Parent Teacher Association has been remarkably successful in organising fundraising events and has a very impressive, current project in hand to improve the school grounds. Parents are also involved in a rolling programme of redecoration of the classrooms. This leads to a great sense of community in the school.
49. The information that is provided for parents is satisfactory overall. There are some very good elements such as the weekly information sheet, which is a new development since the previous inspection and is much appreciated by parents. Similarly, the regular curriculum information provided is good. Parents have two formal opportunities each year to discuss their children's work and progress, although teachers are readily accessible throughout the year.
50. Parents of pupils with special educational needs are kept well informed of their children's progress and are fully involved in reviews and target setting. There is good involvement of parents through very clear stages. A full list of outside agencies is provided with which the school has good and effective liaison. The special educational needs co-ordinator provides informal induction for new staff on arrangements for special educational needs.
51. An area that requires improvement is the annual written progress report parents receive about their children's progress. These vary in quality from teacher to teacher, but even the best ones do not give enough information about what the pupil has attained rather than what was covered in each subject. The amount of information given about foundation subjects is an area that requires particular improvement. In addition, progress should be linked to National Curriculum levels of attainment and individual targets should be more commonly used and be more specific to the needs of individual pupils. The reports do not give an opportunity for pupils or parents to comment.
52. The information that the school provides, namely the governors' annual report to parents and the prospectus, meets statutory requirements, apart from the minor omission of details the school takes to prevent disabled pupils being treated less favourably than others and the progress made in implementing the post-inspection action plan. The latter was omitted in anticipation of the present inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The school's leadership and management are good, overall. This is also the view of parents. At the time of the inspection, the headteacher had been in post just over two years. Her deputy is on long-term sick leave. The headteacher brings to the post energy, drive and very clear educational vision and direction. Her vision to move the school forward is based on her assessment of the current state of the quality of the teaching and learning in the school and analysis of standards as revealed by national tests for both seven and eleven year olds. She has a deep commitment to raising standards in all areas of school life. The governors and the teachers share her commitment to improve. The headteacher has instituted a monitoring cycle to gain an oversight of planning, observe teaching, giving feedback, scrutinise work samples and talk to pupils. This cycle is clearly designed to help the headteacher to identify school priorities for improvement. It is a management tool that requires further development and refinement.
54. In a relatively short time, the headteacher, pursuing a school aim that speaks of partnership with the community, has established good relationships with pupils, parents, staff and governors. The parents are pleased that the school is approachable and welcome the openness and inclusive atmosphere being created. Other school aims are equally worthy, but their interpretation by some teachers falls short of enabling pupils to reach their full potential and this has a negative impact on standards. The governors make a good contribution to the effectiveness of the school, and fulfil all their statutory responsibilities. They are caring and supportive and were often in school during the inspection. For example, a parent governor took on the fully costumed role of Florence Nightingale in a Year 2 history lesson. The governors have trust in the headteacher and expect her to be fully accountable to them. They are both well qualified and experienced. Governors also attend both school and borough in-service training prompted by the eagerness of the headteacher to involve them. The committee structure is well organised and a useful tool for communication. Committee reports and the involvement of governors in local education authority link meetings enable governors to measure the school's effectiveness and the challenges it faces. They are, therefore, able to perform this important aspect of their leadership to a high standard.
55. There have been a number of staff illnesses in the school that have had a significant impact on pupils' learning. Since the last inspection, the deputy headteacher has been on long-term sick leave. The school has employed a temporary teacher in his place. Also, a vacancy arose last term that was filled by the appointment of a newly qualified teacher. Curriculum co-ordinators cover a number of responsibilities, but at present there is no co-ordinator for physical education. The school is well supported by a very good physical education specialist from Bromley Sports Development and also by an information and communication technology specialist, to give exemplar lessons and thus raise standards for pupils and teachers.
56. The co-ordinators of the core subjects of English and mathematics have monitored teaching in their subjects. Thus, the literacy and numeracy strategies are firmly established. The inspection team observed no adverse effects on either the continuity of education or the management of the curriculum. Rather, there is genuine teamwork amongst all members of the school staff. Learning support assistants are effectively used in some classes and lessons, as in the case of a Year 6 English lesson, when they are integrated well, share the teachers' planning and involve themselves in the assessing and recording of pupils' work. They have a positive impact on the progress of the pupils they work with whatever their level of ability. On some occasions, support staff were not fully involved in all aspects of the delivery of the lesson, for example in a Year 1 lesson when the teacher modelled the telling of a familiar story 'Pirate Adventure.' The learning support assistant was simply an observer. The school has agreed a very good policy for the performance management of teachers. The induction process for staff new to the school is satisfactory.
57. A nominated governor has oversight of the school's provision for pupils with special educational needs and, through regular liaison with the special educational needs co-ordinator, provides both effective support and ensures that the governors fulfil their statutory duties in relation to special educational needs.
58. When compared to all schools, St Vincent's has an average income per pupil. The school makes sound use of most of its resources to support teaching and learning. It makes good use of its resources to support pupils with special educational needs. Accommodation is adequate for the

delivery of the curriculum. The library is accessible and its stock is being replenished after a thorough reorganisation. Pupils use it for non-fiction, developing their research skills. The large hall is used for assemblies, physical education and lunches. There is a very well-appointed information and communication technology suite. The classrooms are brightly decorated with a good balance of pupils' and commercially produced work that creates an interesting learning environment. Outside, the school has a playground and a field that benefit the teaching of physical education. The field is in need of levelling and draining. This is the focus of a very ambitious project which involves the parent teacher association the staff and pupils. There is ramp access to the building so that the school can facilitate mobility for those pupils with physical disabilities. Resources in most subjects are adequate and are used well in English, mathematics and music.

59. There is good understanding of the use of computers in the school's office for a range of administrative tasks. Their application to whole school issues such as assessment has been fully utilised. The quality of financial control and planning is good and the recommendations of the last auditors' report have been acted upon. The very capable school secretary presents a very friendly welcome to the school and enables the school to function smoothly. Under the direction of the governors, particularly the chair of finance, the school implements the principles of best value very well. Previous educational decisions have been fully evaluated. The effectiveness of an information and communication technology specialist and the appointment of more learning support assistants have been evaluated in terms of educational outcomes. The school's use of its resource, including specific grants and other funding is good.
60. Taking into account the overall level of good teaching, the very good attitudes and behaviour of pupils, the standards of achievement in national tests and the average unit cost, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards even further the headteacher staff and governors should:

- further develop and implement the school's monitoring procedures to ensure the regular and rigorous monitoring of the delivery of the curriculum and particularly the quality of teaching (25, 44, 53, 89, 95, 108, 130);
- use the information gathered from monitoring to ensure that the quality and use of day to day assessment in lessons increases the pace of pupils' learning, particularly in writing and mathematics in Key Stage 1 (16, 20, 24, 44, 80, 82, 98, 103, 108, 110);
- develop strategies to remove the inconsistencies in the marking of pupils' work and ensure that all pupils are given clear written guidance about how to improve their work (22, 74, 83, 93);
- ensure that the quality of teachers' lesson planning is consistent with the highest level seen in some classes (19, 73, 83, 84, 85, 90, 93, 97).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	27	41	22	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – 6
Number of pupils on the school's roll (FTE for part-time pupils)	214
Number of full-time pupils eligible for free school meals	27

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	0.6

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	12	12	12
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	93 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	12	12	12
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	93 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	17	18	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	17
	Girls	17	17	18
	Total	32	31	35
Percentage of pupils at NC level 4 or above	School	91 (93)	89 (86)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	17
	Girls	17	17	18
	Total	34	34	35
Percentage of pupils at NC level 4 or above	School	97 (97)	97 (93)	100 (100)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	2
Black – other	10
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	1
White	163
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR-Y6**

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	27.9
Average class size	27.9

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	34

Exclusions in the last school year

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

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

Financial information

Financial year	1999-2000
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	£
Total income	382242
Total expenditure	389548
Expenditure per pupil	1821
Balance brought forward from previous year	-858
Balance carried forward to next year	-8164

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	195
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	3	1	1
My child is making good progress in school.	60	36	3	0	1
Behaviour in the school is good.	47	51	0	0	1
My child gets the right amount of work to do at home.	52	40	6	1	1
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	35	57	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	35	1	1	2
The school expects my child to work hard and achieve his or her best.	63	36	0	0	1
The school works closely with parents.	48	45	5	1	1
The school is well led and managed.	56	40	4	0	1
The school is helping my child become mature and responsible.	52	47	1	0	0
The school provides an interesting range of activities outside lessons.	20	31	31	6	10

OTHER ISSUES RAISED BY PARENTS

Inspection evidence supports the positive views of the majority of parents. The school's provision for extra-curricular activities is satisfactory.

Parents are happy with the annual reports and the information they contain about their children's progress. The annual reports contain all statutory information required. However, inspection evidence shows that, while these reports do contain clear indications of pupils' progress, they could be improved further if they consistently contained future targets for pupils' learning and stated National Curriculum attainment levels.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. Provision for children in the Foundation Stage is consistently good. The quality of teaching is good in all the six areas of learning. Most of the children have had some experience of playgroup or Nursery and so they settle well into their new classroom. A good and trusting relationship is quickly built up between parents and staff. Because the school takes pupils from a large number of other institutions it is not possible for the class teacher to visit all “feeder” institutions. Nevertheless, satisfactory links and communications are maintained, ensuring that the needs of children, including their special educational needs, are known and addressed early. The teacher has very good knowledge of the needs of young children and works and plans very well in partnership with the very good classroom assistant. Planning is based on the recent guidance for the curriculum in the Foundation Stage. The curriculum planning is much improved since the last inspection. Assessment, both day to day and longer term, is thorough and accurate and is used to plan activities to ensure that children make the best possible progress. The class effectively prepares children for their work in Year 1, while ensuring that there is plenty of opportunity for play and fun.

Personal, social and emotional education

62. Provision in this area of learning is good. Children are strongly encouraged to make choices and to observe basic rules. For example, a list of children able to play in the “house” corner is put up and children take notice of this, sometimes deciding not to go in the house because they choose to continue an activity with a friend who is not on the list. Teaching in this area is good, with the teacher and the classroom assistant providing varied opportunities, excellent role models, and teaching children skills in a “fun” way. For example, the dressing up box is used as an aid to learning how to put on coats correctly and pupils can mark their own progress on a chart when they have achieved this, sharing in the knowledge of their own learning. Children persist well with tasks and persevere with difficult things; they work well alone, in pairs or in groups and are kind to each other. Reception class children take a full part in the life of the school and move around with great confidence. As in all classes, they take part in the school's spiritual life, prayers and assemblies. All are on course to exceed Early Learning Goals in this area by the time that they move into Key Stage 1.

Communication, language and literacy

63. Provision for the development of communication, language and literacy is good. Children sometimes enter the Reception class with low levels of attainment in aspects of this area, but they quickly develop sound skills in speaking and listening, reading and writing. They listen attentively to stories like “The Hungry Giant” and are excited and eager to see what happens. They recognise letters and words and their confidence as readers progresses well. Discussion of the story gives them good opportunities to talk to the whole class, listen to each other and exchange ideas. Most handle books with pleasure and “read” simple books by themselves. They will often choose time in the book corner, reading the home-made “class” book. They write letters, on paper, on the whiteboard and in the air, with good attention to correct formation. Teaching in this area of learning is good and, because the opportunities offered are fun and their attempts are met with approval and appreciation, children learn well and confidently. All are on course to reach Early Learning Goals in communication language and literacy by the time that they enter Year 1.

Mathematical development

64. Provision for, and teaching in, the area of mathematical development are good. Lots of practical counting, weighing, measuring and matching activities are provided. The class also works on

National Numeracy Strategy principles, making good use of number boards; successfully, and sometimes independently, practising number bonds to ten; counting on and back to 100 together and recognising and talking about number patterns and how they arrive at their answers. The teacher's deliberate mistakes add to the fun and most children notice when numbers on the board have been written out of sequence. Number based games are accompanied by spontaneous discussion between children as they consolidate their knowledge through play. They can complete simple jigsaw puzzles, matching by size, shape and orientation and they soon acquire a good vocabulary of mathematics. Children make very good progress and virtually all are on target to reach the Early Learning Goals in mathematical development and most will exceed them by the end of the Reception year.

Knowledge and understanding of the world

65. Provision and teaching in this area are good and very appropriate and motivating learning opportunities are provided. In topic work, children study the seasons as they change, themselves and their environment. They watch things growing in the classroom and outside and they talk about the weather. Their role-play in the house, shop and dressing up corner helps them to understand adult roles. Children also have full access to sessions in the new computer suite, where they learn to use the keyboard and mouse to operate a number of programs. All can draw horizontal and vertical lines by selecting direction arrows and the number of steps to be moved. Many can change the colour of the line and add diagonals to their pictures of a house. In these activities, they currently have access to a skilled specialist teacher as well as their class teacher and classroom assistant. They make very good progress and have a great deal of fun. They are on course to reach Early Learning Goals in this area and many to significantly exceed them, especially in information and communication technology, by the time that they enter Key Stage 1.

Creative development

66. There are good learning opportunities in this area and teaching is good. There is particularly good teaching in the expressive movement of dance. There is always access to tuned and untuned percussion instruments both inside the classroom and outside in the corridor. Experimentation with the sounds they make is positively encouraged. Painting, drawing and modelling activities are available and children make good use of colour and shape in their paintings. Despite a cramped classroom, the teacher has contrived spaces in which imaginative play is promoted. Story and music are combined in some sessions and children are able to select instruments to represent different events and characters in a story, performing together a version of the story. In dance lessons in the hall, many children show real talent in dancing expressively, pretending to move like robots or floppy toys, or acting the part of the sleepy toy maker. Children will reach the Early Learning Goals in this area by the end of the Foundation Stage and many will exceed them.

Physical development

67. Children's physical development is in line with what is expected at the end of the Foundation Stage. In the classroom, children practise and improve their skills in using a variety of tools and they move round the cramped classroom with confidence and with good awareness of each other. Given access to the hall, they run, dance, walk and take up different positions easily and confidently, moving freely and rhythmically, helped by the teacher's very good dance skills and modelling of movement. Particularly good support is given by the classroom assistant whose physical prompting of one pupil with special educational needs makes dance activities possible for him and promotes very good progress. At present, provision for outdoor play is unsatisfactory for this group of pupils. They do not have the access they should to climbing frames and wheeled toys, although a safe play area is provided by "staggering" their playtime and by roping off a section of the playground for them at lunch time. The school is aware of the deficiencies in provision for outdoor play and has planned to change the Reception Year classroom and provide access to a small, dedicated outdoor area with climbing frame and safety surface. This is intended to improve the provision for physical development.
68. Children with special educational needs make good progress in all six areas of learning.

ENGLISH

69. The standards reached in English by 11 year olds in the National Curriculum tests in 2000 were well above average compared with all schools nationally and with similar schools. This was also the case when compared with pupils' prior attainment at the end of Key Stage 1 and with schools with a similar entitlement to free school meals. The school has made good progress over the years 1996 to 2000. The overall trend, in the school's average National Curriculum points scores for all core subjects shows that pupils' scores have improved at a better rate than the national trend. Inspection findings show that standards at the end of Key Stage 2 are very good for writing, and speaking and listening. Standards are good in reading. No discernible difference in the attainment of boys and girls was found. The school is in line to meet its targets at the end of Key Stage 2 in 2001.
70. At the end of Key Stage 1, the National Curriculum tests in 2000 show that standards in reading are good and that writing is average. Standards have fallen since 1998, when both reading and writing were well above average. This fall is partly attributable to the overuse of photocopied worksheets that inhibit pupils' progress, especially for the more able. However, inspection findings place current standards in the Year 2 class above national expectations due to the good quality of teaching, the positive impact of the literacy strategy and pupils' very good behaviour and attitudes. There are good indications that this improvement will continue. Standards in literacy are good at the end of Key Stage 1 and very good at the end of Key Stage 2.
71. Teachers provide very good opportunities for pupils in both key stages to develop their speaking and listening skills. They set up the introductory part of lessons so that pupils have time to share what they know and have learnt and they acquire and use successfully the language associated with the topic. A good example of this is in Year 1, where pupils enjoy repetitive vocabulary, quickly picking up the strong rhythm of the stranded duck that enquires, "Help, Help, Who can help?" In Year 2, pupils enjoyed the "Crash! Boom! Bang!" in their shared text as the teacher modelled the reading. Pupils enjoyed the discussion and even the less able pupils confidently made suggestions that were listened to carefully. In both key stages, teachers encourage pupils when working in pairs and small groups to discuss their work with each other. Teachers place an appropriate emphasis on teaching correct terminology, as in a Year 2 history lesson about the army hospital at Scutari in the Crimea. Thus, pupils extend the vocabulary associated with the different subjects and topics across the curriculum. Throughout the school, personal and social education lessons provide good opportunities for pupils to share their feelings confidently.
72. As pupils' reading skills on entry to the school are broadly average, they do well to attain good standards. In Key Stage 1, they build upon their experiences of letter names and sounds learnt in the reception class and the majority of pupils read books at, or above, the level expected for their age. Average and below-average pupils, including those with special educational needs, quickly develop their knowledge and understanding of letter sounds due to the quality of the structured teaching that they experience. This helps them to tackle new and unfamiliar words. Above-average pupils demonstrate enjoyment and interest in reading, when in Year 1 they share a book about a hungry monkey. In Key Stage 2, the standard of pupils' reading is good. Pupils read with improving fluency and accuracy and 11 year olds can speak with first-hand knowledge of a range of different authors, including Jacqueline Wilson and J K Rowling. School reading record books are used well throughout the school. They are used effectively, showing good progress and regular monitoring by class teachers. These record books are also a good form of communication with parents, as evaluative comments to develop a pupil's reading skills or enjoyment of reading may be exchanged. The older pupils are adept at finding information from various sources and they enjoy fiction and poetry. Pupils said they used the school library and the local library. The reading skills of the majority of pupils in Year 6 are sufficiently well developed to enable them to cope with most texts.
73. The standard of writing seen during the inspection for Key Stage 2 indicates that above average pupils in Year 5 and Year 6 have made very good progress so far this year. A good example of this in Year 6 is the very powerful poetry that begins 'A motionless creature...'; and in Year 5,

competent writing from a number of viewpoints in the story, 'Voices at the Funfair'. Pupils of average ability made similar progress in writing in the same period. Their work shows a neat, clear style as in the biography of David Beckham, or the exciting science fiction story 'Moon Base'. Below average pupils in Year 6 are writing poems, lyrics and prayers that are varied and interesting for different audiences. By the age of 11, pupils have good standards of spelling, grammar and punctuation. Pupils know how to sustain stories with good attention to characterisation and plot, as in 'The Haunted School'. Some use different forms of writing appropriately; for instance when producing a factual account of a famous artist, or a report on a visit to a toy museum. In Key Stage 1, the most able seven year olds write well, producing the story of making bread. Some enliven their sentences with apt and interesting words. The average and below-average pupils follow a model of 'A Dog called Dog' or 'Charlie's a good boy' to think out their sentences and to write their own account. For the majority of pupils, however, their writing development is slowed by a bland diet of photocopied worksheets that demand little in structure or imagination, nor do they demand the pupils' best handwriting or presentation. The worksheet exercises given to pupils of all abilities offer little encouragement to the development of the imaginative or argumentative aspects of language. Writing standards, overall, in Key Stage 1 are, therefore, only average.

74. The quality of teaching in Key Stage 1 is good, with the exception of the teaching of writing. It is altogether better in Key Stage 2. Five lessons were seen in Key Stage 1: one satisfactory, two good and two very good. Seven lessons were observed in Key Stage 2: one satisfactory, two good, two very good and two excellent. In a good lesson in Key Stage 1, a familiar story was used to arouse pupils' enthusiasm for Biff and Chip's adventure with the pirates. In Key Stage 2, an excellent lesson had older pupils comparing two traditional stories for similarities and differences. The teacher's constant challenge and effective questioning deepened pupils' understanding. Pupils were agog to contribute their ideas about the similarities of 'The Laidlaw Worm of Spindleston Heugh' and the dragon conquered by St George. The quality of marking varies. It is generally supportive in language books, but in Key Stage 1, worksheets receive cursory marking. The solitary tick devalues the time and effort that pupils put into their work and is not helpful in enabling them to improve. Classroom assistants give pupils opportunities to succeed as when three pupils, all on the special educational needs register, were encouraged to contribute to a class discussion on the biography of David Beckham.
75. The co-ordination of English is good. The co-ordinator has detailed knowledge of the current state of English and the Literacy Hour. She carries out close, supportive monitoring of planning and teaching. As a result, teachers have competently operated the Literacy Hour and created opportunities for pupils to practise extended writing. The co-ordinator brings energy and enthusiasm to the subject, recruiting the help of a visiting poet and author to encourage pupils' writing. She is a member of the National Association for the Teaching of English. She leads staff in school-based in-service training and is inventive in raising funds for much needed books, for example with a sponsored spell. Pupils use their literacy skills across the curriculum, in English and other subjects, as in a Year 2 history session, when pupils recreated the old letters of a Turkish soldier in the Crimea, or drew up lists of recommended improvements in conditions to present to Florence Nightingale. Pupils undertake end-of-year tests and the results of these are tabulated and used to make end-of-year and key stage predictions. The school has adopted the writing of individual objectives for pupils. Learning support assistants attached to low ability groups and pupils with special educational needs work well with the class teachers, affording them the opportunity to focus on and teach other ability groups in rotation.

MATHEMATICS

76. Standards in mathematics are average at the end of Key Stage 1. Inspection evidence supports the judgement that the overall standards of achievement of pupils in the present Year 2 are now good. However, the standards of the group remain broadly in line with the expectations for their age.
77. At the end of Key Stage 2, standards are well above average. A high percentage of these pupils are working at the higher than expected National Curriculum Level 5. A small number are working

at levels even higher than that. Standards in numeracy are good at the end of Key Stage 1 and very good at the end of Key Stage 2.

78. Since the last inspection, standards have been maintained in Key Stage 1, but have been raised significantly in Key Stage 2. Inspection evidence confirms the standards achieved by the school in national tests and assessments in 2000.
79. At the end of Key Stage 1, average pupils add and subtract numbers up to 30, multiply and divide by two and ten, count on and back in tens and hundreds. Pupils understand, complete and extend number patterns into hundreds. They calculate change from fifty pence, estimate and measure in standard and non-standard units and recognise and name two-dimensional shapes such as squares, circles and hexagons correctly. Pupils investigate in mathematics in a satisfactory range of experiences provided in a commercial mathematics scheme. Although it is not a requirement in Key Stage 1, pupils also have experiences in handling data, using Venn diagrams, tally charts and block graphs.
80. However, because of the insufficient use of day-to-day assessment and the use of this information to guide lesson planning, progress in Key Stage 1 remains satisfactory. Pupils of greater mathematical potential are not rigorously and consistently challenged.
81. At the end of Key Stage 2, pupils understand and use very large numbers, add and subtract in thousands, multiply hundreds, tens and units by numbers up to 99 and add, subtract and multiply numbers to three and four places of decimals. They calculate area in square centimetres and know a good range of two and three-dimensional figures and their properties. Pupils use frequency charts to gather data and use this information to draw a good range of graphs. Information and communication technology is well used in mathematics, including the use of data to produce good computer generated graphs such as pie charts. All pupils use their mathematical knowledge and understanding in a good range of investigations, for example in a Year 6 investigation into 'space flight'. Pupils of greater potential are extended by calculating discounts in percentages of thousands of pounds and studying mode, mean and median values. A significant number of pupils in Year 6 are working at levels above those expected for eleven year olds. Numeracy is well used in other subjects such as information and communication technology, science and history.
82. Progress in mathematics in Key Stage 2 is very good and could be improved even further by the consistent use of day-to-day assessment during lessons and the use of this information to modify the levels of tasks for pupils in future lessons.
83. The quality of teaching is good, overall, and was good or very good in 50 per cent of lessons observed during the inspection. Good teaching was seen in both key stages and no unsatisfactory teaching was observed. There are variations in the quality of teaching in both key stages. In Key Stage 1 there was high pace teaching, good teacher subject knowledge and tasks which were matched to the different abilities of pupils. However, this was contrasted by teaching which was mainly teacher centred, over-long repetition of a very limited range of work and tasks of a similar level of difficulty being presented to all pupils. This inconsistency is repeated in some lessons in Key Stage 2. In the very best lessons in both key stages, teachers show very clear focus for assessing what pupils learn, whereas some lesson plans, in both key stages, show assessment as being by what pupils produce or marking. The marking of pupils' work also varies. The best standards of marking consistently give pupils written guidance on how they can improve their work. In other classes, teachers mark all work with ticks or crosses and give pupils little support, guidance or praise.
84. The quality of pupils' learning is very closely linked to the quality of teaching. When teachers are enthusiastic and generate high levels of interest in mathematics, pupils show the same level of keenness to solve problems. In these lessons, pupils work hard and the quality of their learning is good and sometimes very good. When the range of tasks is limited and teachers' expectations are not as high, pupils' progress is restricted and the quality of their learning does not reach this high standard.

85. The scrutiny of pupils' work confirms this slowing of progress in some classes in both key stages. In order to raise standards at the end of Key Stage 1 and raise standards even further at the end of Key Stage 2 the quality of teaching of mathematics must be raised to the high quality observed in other classes in the school.
86. The behaviour of pupils throughout the school is very good in mathematics lessons. Their attitude to their work is good, overall, but, again, there is some variation in different classes, which is largely dependent on the quality of teachers' management of pupils' behaviour.
87. Pupils with special educational needs are well supported in lessons both by very well prepared classroom assistants and by high quality parent volunteers. Because they are well supported in small groups during the main part of lessons these pupils make good progress throughout the school.
88. The National Numeracy Strategy has been introduced well throughout the school and pupils of all ages are developing skills of mental strategies for calculation well.
89. The good subject co-ordinator has a very clear plan for the development of mathematics throughout the school. The lack of rigorous and regular implementation of the school's good monitoring policy means that the variations in the quality of teaching and the delivery of the mathematics curriculum have not been clearly identified.
90. Resources for teaching mathematics are good in quality, are adequate in number and are used well in all lessons.

SCIENCE

91. Pupils' attainment in science lessons by the age of 7 is above average and by the age of 11 is well above average. This is consistent with teacher assessments at the end of Key Stage 1 and with the results of national tests at the end of Key Stage 2 in 1999 and 2000. A strength of the subject is the very large percentage of pupils working at the higher levels of attainment by the age of 11. This represents good progress since the inspection of September 1996, when, although pupils' performance in national tests was relatively good, attainment in lessons was judged to be less than satisfactory. By the age of seven, pupils have useful knowledge of the safe use of medicines, understand electrical circuits and have some clear ideas about scientific investigations, including fair testing, prediction and safety rules. By the age of eleven, pupils are able to plan investigations independently, know the functions of major systems in the human body and understand concepts such as gravity, mass and weight. They are able to use information and communication technology and, in particular, the Internet, both as a source of information and as an investigative tool. For example, one class were observed using an Internet program to recalculate the weight of objects on different planets. While attainment by the end of Key Stage 1 is above average and is well above average at the end of Key Stage 2, not all year groups attain at quite the same high standards and this is associated with aspects of teaching. Pupils' presentation of their work is often very good indeed and this is linked to the high expectations of many, but not all teachers.
92. Teaching in science is good, overall; no unsatisfactory lessons were seen and examples of very good teaching were seen in both key stages. This shows very good progress since the last inspection, when teaching was judged to be largely unsatisfactory and sometimes poor. Subject knowledge is always at least sound and often very good. In good and very good lessons, there is emphasis on independence of thought and thorough understanding of concepts. In a Year 2 class, for example, pupils role-play a circuit with a switch and buzzer which only works when all is properly linked. In a Year 6 class, the teacher rejected what he called a "learned answer", making pupils think again and thus ensuring really sound foundations of understanding.
93. Pupils are encouraged to be independent and because of the very good relationships between pupils and their teachers, they work hard and are confident in offering ideas. Teachers are skilled at taking positive aspects from incorrect answers and this helps the less able and less confident pupils, including those with special needs, to make good progress. In good and very good lessons there is clear planning and help is given to pupils with different levels of attainment in tailoring the

work to their needs, through different tasks and different levels of support. In lessons which while satisfactory overall, had elements which required improvement, the same task was planned for and carried out by all pupils without regard to their differing needs, too many aspects of a topic were tackled at once and research skills were not promoted. At their best, teachers' marking and assessment are very good. For example, in Year 6, each piece of work is accurately graded by National Curriculum attainment level and the teacher's comments acknowledge the pupils' progress towards their goals. However, in some classes the day to day assessment of what each pupil can do, knows and understands is not sufficiently systematic and, therefore, does not feed in to the teacher's planning for future lessons, as it should. As a result of the overall high quality of teaching and relationships, pupils really enjoy science lessons, learn securely and behave very well.

94. The subject is well led by an enthusiastic and relatively new co-ordinator. The policy and scheme of work are well thought out and well established. Year plans show what should be taught in each half term and are appropriately linked to the National Curriculum. Scrutiny of pupils' books shows that the planning is very effective. There is good use of both mathematics and information and communication technology in science throughout the school and pupils' literacy supports the subject well. There are good links with the local community, which enhance health education and extend the range of resources available.
95. There are useful and regular discussions of pupils' work in staff meetings. However, the monitoring of teaching by the co-ordinator has not yet been established and this will need to be put in place to bring all teaching up to the good and very good levels generally seen. Although resources generally are sound, there is a need for more books to promote pupils' personal research skills.

ART AND DESIGN

96. Standards attained in art and design, both at age seven and age 11, are broadly in line with what is expected nationally. This represents satisfactory progress since the inspection of 1996 when work in Key Stage 2 was judged unsatisfactory or poor. By the age of seven, pupils are able to use drawing, painting, weaving and modelling techniques and make pictures from their own observations and imagination. They begin to use sketchbooks, although the use of these is not consistent. They are aware of the work of established artists and have successfully experimented in the style of Kandinsky. They use art and design well to support other lessons, including religious education, science and English. Pupils near the end of Key Stage 2 have a range of drawing techniques, including shading and smudging, and they make careful observational drawings of containers, linking this to three dimensional work they are doing in constructing containers. They have detailed knowledge of some famous artists and are able to comment knowledgeably on paintings. The oldest pupils also use art studies in their English work, linking their knowledge of the life of Cézanne to detailed study of text and language.
97. The quality of teaching seen in Key Stage 1 was satisfactory. Teaching in Key Stage 2 was good in two lessons of the three observed and there were no unsatisfactory lessons. Subject knowledge throughout the school is satisfactory and often good. In lessons where the best practice is seen, as in a Year 5 class on drawing containers, there is careful planning and assembling of materials and objects to draw, the teacher is sensitive to pupils' strengths and weaknesses and ensures that all pupils work at an appropriately challenging level. There is discussion with the pupils of their work and guidance on improvement. This helps pupils develop skills, knowledge and confidence. In lessons which, although satisfactory, require some improvement, there is a focus on what pupils will do rather than what they will learn. For example, in a Year 3 lesson, pupils made printed patterns, using a material called "pressprint", but did not have sufficient structure or guidance to explore the characteristics of the material, make test prints and modify their technique in the light of their experience. Their learning experience was limited and the teacher's expectations insufficiently high on this occasion.
98. Co-ordination of the subject requires further development, although the planning has much improved since the last inspection, partly due to the adoption of an appropriate scheme of work and the existence of year plans for each subject. Assessment procedures have recently been put in place

which match each pupil to the “best fit” National Curriculum attainment level each half term. However, the day to day assessment of pupils’ progress is variable, with good practice in some classes, but little or no ongoing assessment evident in others. There is a further limitation on assessment, in that too little work is kept in school, either in original format or in the form of photos, so it is difficult to demonstrate how well pupils progress. An exception to this is the good whole school project “Cat up a Tree” which does show how pupils develop over time.

99. The school displays an interesting range of works of art in its corridors; many of these are examples of early Christian art and in particular, religious icons, but there are also examples of modern European, South American and African art. Local facilities are appropriately used to enhance pupils’ experience, for example, the Dulwich and Horniman museums.

DESIGN AND TECHNOLOGY

100. No lessons in design and technology were observed during the inspection. Evidence gathered from a scrutiny of pupils’ past work and from discussions with pupils and the subject co-ordinator enables judgements to be made. Standards at the end of both key stages are satisfactory, which is an improvement since the last inspection when standards were judged to be below national expectations at both key stages.
101. In Key Stage 1, pupils’ designs are mainly in the form of hand-drawn diagrams. These designs are marked by teachers and some indications of design faults and improvement are made at this stage. For example, pupils in Year 2 designed an ambulance. Their designs are satisfactorily detailed and labelled to show a siren, wheels and a red cross logo. In marking, the teacher has added axles and a chassis. Some more able pupils develop a second draft of their design, showing improvements. The photographic evidence of completed models shows that all making has followed pupils’ designs.
102. However, while making skills improve steadily throughout the school the fine finishing of models is in need of further development by all pupils.
103. In Key Stage 2, pupils refine their designs by adding measurements in centimetres and more detailed lists of materials to be used. Designs of a pizza to be made in food technology are accompanied by photographs of the completed work and the finished dishes show clear links to the original designs. Older pupils have designed and made a moving boat. The same task was presented to all pupils at the same level and some designs by pupils of lower potential show a greater level of detail than some of their classmates.
104. The evidence available does not enable a judgement about the development of pupils’ skills in the safe use of tools.
105. The subject co-ordinator is very enthusiastic about the subject and actively promotes design and technology with other teachers. She is aware of the need to further develop all areas of the subject throughout the school and is planning to raise the profile of the subject when it becomes an area for priority development, as shown in the school development plan, in the next school year.
106. Resources for the teaching of design and technology are adequate, but would benefit from an improvement both in range and quantity.

GEOGRAPHY

107. Attainment in geography is in line with national expectations at the end of both key stages. During their time at the school, most pupils, including those with special educational needs, make satisfactory progress in the development of their skills, knowledge and understanding. Few pupils make good progress. In both key stages, pupils appreciate that their district is different from other parts of the country. Pupils in Year 2 are well aware of other countries in the world and point confidently to postcards from Spain, Ireland and the Maldives. At the end of Key Stage 2, all pupils use their own area to compare and contrast with the coastal resort of Llandudno. As they progress

through the school, pupils use maps with increasing complexity and sometimes aerial photographs to aid their studies.

108. The quality of teaching in geography is satisfactory, based on all inspection evidence. One lesson was seen in Key Stage 2 that was very good. Two lessons were observed in Key Stage 1, one very good and the other unsatisfactory. In the very good geography lesson in Year 6, good planning with clear explanations drew on pupils' previous research. Pupils deepened their knowledge and understanding of mountain building and the effects of volcanic activity, in particular. A very good lesson in Key Stage 1 extended pupils' knowledge and understanding of other communities outside their own and their connection to each other. Another geography lesson in Key Stage 1 was unsatisfactory. Although it was planned well, the teaching lacked challenge. Pupils, who are very familiar with the local area, were given undemanding work and their concentration lapsed. Most importantly, none of the approaches taken in this lesson either in work set, discussion or in questioning considered the different needs of pupils in a mixed ability class. This is a wider problem in that in most of the evidence of pupils' previous work, the needs of pupils of different abilities were not taken fully into account.
109. Co-ordination and management of geography are satisfactory. The co-ordinator, although temporary, has checked teachers' planning and the level of resources. He has also attended co-ordinators' liaison meetings at the local Teachers' Centre. Geography is promoted effectively, as seen in the quality of the displays around the school. The curriculum is well planned. There are good links with information and communication technology, where pupils in Year 6 use the Internet and search engines to find pictures of mountainous areas, or of Llandudno. Links are also good with mathematics, when pupils use maps of different scales and grid references. The frequency and level of previous work in both key stages indicates gaps in provision. This inevitably hampers the development of geographical skills, especially for more able pupils. The subject is enhanced by local fieldwork in and around Mottingham. There are sufficient resources of satisfactory quality.

HISTORY

110. Attainment in history is above national expectations at the end of Key Stage 1 and in line with expectations at the end of Key Stage 2. As they move through the school, pupils, including those with special educational needs, make good progress in the development of their skills, knowledge and understanding. The mismatch between good progress through the key stage, and only average standards at the end of Key Stage 2, is attributable to the low level of previous work, as seen in the scrutiny of books in Year 6. It was not carefully matched to pupils' differing levels of ability and inevitably hampered the development of history skills, especially for more able pupils. By the end of Key Stage 1, pupils have a sense of chronology, derived from them placing important people, such as Queen Elizabeth I, Louis Braille and Florence Nightingale, on a time line. They have used a museum visit to compare old toys with modern toys and to appreciate how their own lives have changed. By the age of 11, pupils use research skills and use secondary source materials such as copies of census data to produce detailed topic newspapers on the Victorians.
111. The quality of teaching in history is good, overall, based on all inspection evidence. One lesson was seen in each key stage. In Key Stage 1 it was very good. In Key Stage 2 it was satisfactory. In the very good lesson in Year 2, effective discussion of the learning objectives for the lesson related very well to pupils' earlier work. Pupils deepened their knowledge and understanding of the terrible conditions in the military hospital at Scutari, in the Crimea, through very effective role-play. In Key Stage 2, the history lesson in Year 3 was satisfactory. The pupils' work, comparing the Saxon village with a modern farm, reinforced their concept of time and events. Teachers' planning is good, addressing the programmes of study. In Year 4, pupils are given the opportunity to interview a visitor to school who had been a child during World War II. Pupils' work is usually well organised with appropriate use of vocabulary and dates.
112. Co-ordination and management of history are good. The co-ordinator, although temporary, has checked teachers' planning and the level of resources. He has attended co-ordinators' liaison meetings at the local Teachers' Centre. History is promoted effectively, as seen in the quality of the displays around the school. The school is an English Heritage partner school. This presents

good opportunities for visits to Lullingstone Villa, for Roman studies; Eltham Palace for Tudor study; and Down House for the Victorians study. The curriculum is well planned, providing pupils with opportunities to search computer disks when studying Romans and Vikings. The subject is satisfactorily resourced. Visitors to school, for example a speaker from Bromley Museum, enhance pupils' learning in history. Most importantly, the visit during the inspection of the parent-governor fully costumed as Florence Nightingale, contributed very well to pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. Standards in information and communication technology are satisfactory at the end of both key stages. At the time of the last inspection, standards were judged to be in line with national expectations at the end of both key stages. However, the expectations for the subject have risen significantly and the school has installed a very high quality information and communication technology suite. This is good improvement since the last inspection.
114. The very high quality teaching in all classes, provided by a very highly skilled information and communication technology specialist, is raising pupils' standards, throughout the school. He teaches every class in the school each week. This is enabling good progress in pupils' knowledge and understanding of information and communication technology and their skills in using computers.
115. The headteacher and governors investigated a range of options before employing this information and communication technology specialist. He is not only raising pupils' standards, but is also providing high level in-service training for all class teachers. All teachers are benefiting from these opportunities to observe exemplar teaching. Their confidence, knowledge and skills of teaching information and communication technology are being improved well. This is one example of the school's very good application of the principles of best value.
116. Each lesson is very accurately targeted at the appropriate level of the National Curriculum for the pupils involved. For example, in a lesson for Year 1 pupils, all highlight text, changing the font and its size, using the backspace and shift keys. In a Year 6 lesson, the specialist teacher uses a demounted master board to show pupils the microprocessors and explains what they do. The whole class then undertook a high level task in control technology using an on screen turtle. All pupils made very good progress in this lesson and all completed the set task within the target time.
117. In these lessons the very high quality information and communication technology suite is very well used. Its use outside these lessons is limited at present, but, as the skills of class teachers improve, its regular use is planned.
118. There are also computers within classrooms, which are well used in other subjects such as science, mathematics, English and geography. Pupils produce high level computer generated graphs and word process a good range of their written work.
119. All pupils, including those with special educational needs, have very good attitudes to their information and communication technology work. Behaviour is almost always very good. Some younger pupils occasionally become over-excited when using the information and communication technology suite, but teachers' good behaviour management skills enable good levels of concentration and good and, sometimes, very good, progress.
120. All aspects of the National Curriculum requirements are met and the school's resources for teaching and learning in information and communication technology are very good. The management and educational direction for the subject are both very good.

MUSIC

121. Standards of attainment throughout the school in music, generally, are above the national expectations. This shows a very good improvement since the last inspection at which time standards were satisfactory, but across a narrow curriculum. By the age of seven, pupils

understand a range of musical vocabulary concerning pitch, tempo and dynamics. They write down their compositions, use unconventional notation and name many untuned percussion instruments. By the age of 11, pupils discuss the relationship between the mood of the music and the lyrics, understand many aspects of conventional notation, learn and perform songs, and sing and accompany them with accuracy, expression and understanding. They have a broad range of technical vocabulary which they use with confidence. A number of pupils are talented players of piano, string and wind instruments.

122. It is not possible to make a judgement on teaching in Key Stage 1 as no lessons could be observed. However, the three lessons observed in Key Stage 2 ranged from good to excellent. Subject knowledge is at least sound and often good, and staff have access to a very high level of expertise in the music co-ordinator. Planning is now good, based on a published scheme of work and this ensures a balance of composing, appraising and performing. Individual lesson plans are carefully constructed, often incorporating excellent use of information and communication technology. Planning is very much improved since the last inspection. In a good Year 4 lesson, the teacher's clear instructions helped pupils collaborate in groups, making their music louder by adding instruments one by one. Sensitive treatment ensured that all pupils understood and felt the spiritual impact of music they had listened to. In a very good Year 5 lesson, pupils were able to play and listen to jazz rhythms. In an excellent Year 6 lesson, all pupils and the teacher combined their different levels of instrumental expertise, on piano, guitar, flute, violin, clarinet and percussion to make high quality music together. Assessment is good at the upper end of the school and developing well throughout. There is an unusually good amount of written work in music, together with very good cross-curricular links.
123. The subject is well led by a teacher who is a highly trained and versatile musician. Excellent use has been made of classroom computers, all of which offer facilities for delivering high quality music. Music plays an important part in the life of the school, for example, in assemblies and seasonal concerts and there are visits from performing artists who come to give concerts. Many pupils have the opportunity to have tuition from the visiting music teachers. There are no formal music clubs at present, but there are informal opportunities to sing and play at lunchtimes, before school and at the end of the day. Music makes a very good contribution to the spiritual life of the school.

PHYSICAL EDUCATION

124. Standards at the end of both key stages are satisfactory in all aspects of physical education. These standards have been maintained at the same levels since the last inspection.
125. All pupils learn safety rules and almost always practise them during lessons. The exception to this is when pupils are expected to work independently and occasionally undertake inversion or rolling exercises in an undisciplined way. All pupils enjoy their physical education lessons. Behaviour is almost always very good. Provision for pupils with special educational needs is good. Classroom assistants or parent volunteers give them support in many lessons. All pupils with special educational needs make good progress.
126. In Key Stage 1, pupils learn to move in various ways, linking their activities into basic sequences and transferring their work onto large scale and high-level equipment. This gymnastic work is built upon in Key Stage 2 and pupils learn to present their gymnastic movements with steadily developing skills and poise.
127. Dance is appropriately taught throughout the school and there is sound development of both traditional British dance and that of other cultures. Swimming lessons are regularly undertaken and almost all pupils are able to swim at least 25 metres by the time that they leave the school.
128. The development of the skills of traditional games is satisfactory. Pupils learn suitable skills in throwing, catching, passing and hand eye co-ordination. These skills are consistently built upon throughout the school and older pupils learn skills of attack and defence when practising in small side games. The school enters teams in competitions and has been relatively successful, being runners up in both football and netball competitions in the past year.

129. The quality of teaching observed in lessons ranged from very good to less than satisfactory and was good, overall. When teaching was very good, an advisory teacher from Bromley Sports Development gave a short introduction to a highly paced lesson. All pupils undertook a good range of activities. All made very good progress in skills and undertook high-level cardio-vascular exercise. When teaching was less than satisfactory, the class teacher focused on one group of pupils while expecting two other groups to work independently. Some of these pupils lost concentration and undertook inversion and rolling activities which were potentially dangerous. Other aspects of this lesson were very good and many pupils improved their skill levels and gained in poise and performance.
130. There is no subject co-ordinator at present. The headteacher is overseeing the subject at the moment. The co-ordinator file shows that the development and management of the subject are both sound. However, the monitoring of the delivery of the curriculum and particularly the quality of teaching is not properly developed. Resources for the teaching and learning of physical education are satisfactory and the school is awaiting delivery of further new equipment.