

INSPECTION REPORT

EDGEBURY PRIMARY SCHOOL

Chislehurst

LEA area: Bromley

Unique reference number: 101635

Headteacher: Mrs Charlotte Fulcher

Reporting inspector: Mr Brian Gosling
22453

Dates of inspection: 17 – 21 January 2000

Inspection number: 190278

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Belmont Lane Chislehurst Kent
Postcode:	BR7 6BL
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Appropriate authority:	Governing body
Name of Chair of Governors:	Mr Gary Hunt
Date of previous inspection:	11 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Brian Gosling	Registered inspector	Science Information technology History Equal opportunities	The school's results and achievements How well are pupils taught?
Judi Bedawi	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Val Whittington	Team inspector	English Art Design and technology Music Under-fives English as an additional language	How well is the school led and managed?
Doug Green	Team inspector	Mathematics Geography Physical education Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Edgebury Primary School is about average size and was built in 1955 to serve a newly built council estate. Although many pupils still come from this estate, most pupils come from owner-occupied housing in the area. There are 230 pupils at the school; 117 boys and 113 girls. Seven pupils come from ethnic minority groups and five pupils have English as an additional language. Forty-six pupils have special educational needs and three pupils have Statements of Special Educational Needs. At the time of the inspection, 21 children were under five years of age. When the youngest children begin school, their attainment is above average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. When children start at the school, their attainment is above average. By the end of Key Stage 2, attainment is high and well above the average of similar schools in mathematics and science. Although attainment in English fell in last year's national assessments, it is still above both the national average and the average of similar schools. The quality of teaching is good and the school is well led by the headteacher. The cost of each pupil's education at the school is higher than the average. Nevertheless, the school continues to provide sound value for money.

What the school does well

- Standards are well above average in mathematics and science at both key stages.
- The headteacher provides clear leadership for improvements in teaching.
- The quality of teaching in Key Stage 1 is good.
- The school uses a topic approach well to link subjects and this improves pupils' learning.
- The very good provision for special educational needs is a strength of the school.
- Work of a high quality was seen in art, design and technology, geography, history and physical education.
- Parents are actively involved in lessons and this greatly benefits pupils' learning. This is a strength of the school.

What could be improved

- Pupils' achievements in writing are not high enough at the end of Key Stage 2 given their ability.
- National Curriculum requirements for information technology are not fully met in Key Stage 2.
- The provision for children under five does not take sufficient account of the recommended learning opportunities for this age group.
- Too many pupils of all ages are late for school in the mornings.

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 November 1996 and school improvement since then has been good. The headteacher, who has been appointed since the last inspection, is very involved in the teaching in the school. Five of the seven class teachers have arrived since the last inspection. These have been good appointments and this factor, plus the development of curriculum planning, along with professional development, has raised the quality of teaching since the last inspection. The school has raised pupils' self-esteem

through the introduction of 'circle time' and school rules have been negotiated with pupils. Most pupils now write in a joined script by Year 2 and a homework policy has been implemented.

Other improvements in the school since the last inspection include the higher attainment of pupils in mathematics, science, art, geography and physical education. A consistent homework policy has helped to raise standards in mathematics, and in science a suitable emphasis is now given to each aspect of the National Curriculum for the subject. The provision and teaching of pupils with special educational needs has improved and this is now a strength of the school. The school has worked hard to develop its partnership with parents and this is now excellent. However, there has not been sufficient improvement in the provision for the children under five. The school has recognised this and it is being addressed in the current school development plan.

The governing body has established a number of sub-committees and governors are beginning to develop procedures to have a greater understanding of the school's strengths and weaknesses. Procedures for the monitoring of teaching and learning, as well as standards, have been established and co-ordinators regularly monitor pupils' work and planning for their subjects.

Because of these improvements, standards are higher than those reported at the time of the last inspection in mathematics, science, art, geography and physical education. Good standards have been maintained in English, design and technology, and history.

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
	1997	1998	1999	1999
English	A	A	B	B
mathematics	A	B	A	A
science	A	A	A	A

Key

well above average A
 above average B
 average C
 below average D
 well below average E

Pupils' performance in the national assessments in 1999 is well above both the national average and the average of similar schools in all tests at the end of both key stages except for English at Key Stage 2, which nonetheless was above the average of similar schools. The trend of results over the last four years is rising above the national trend in Key Stage 1 and, in Key Stage 2 the trend is rising broadly in line with the national trend. The school is maintaining high standards and has set appropriate targets for the next two years. Inspectors agree that standards are, currently, above average in English and well above average in mathematics and science. At the end of Key Stage 2, standards are higher in mathematics and science than they are in English.

Standards are satisfactory in religious education in both key stages and in information technology in Key Stage 1. However, standards are below expectations in information technology in Key Stage 2. The school is aware of this situation and has drawn up a

detailed action to address the issue. Standards are good in art, design and technology, geography, history and physical education and satisfactory in music. These high standards are achieved through the good quality of the teaching that ensures that the work set is suitably challenging for all pupils. The quality of work seen in design and technology is good and it is effectively linked to other areas of the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and they are keen to learn. They generally maintain concentration and are co-operative in class.
Behaviour, in and out of classrooms	Satisfactory overall. Pupils behave well in class and are courteous but this standard is not always sustained when not supervised by teachers.
Personal development and relationships	Satisfactory. Relationships are good and the children under five settle very quickly to school routines.
Attendance	Satisfactory, but too many pupils are late for school in the mornings.

TEACHING AND LEARNING

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

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 in many lessons is high, particularly in Key Stage 1. Overall, 94 per cent of the lessons observed were satisfactory or better. Seventy-five per cent were good or better and 18 per cent were very good. Six per cent were unsatisfactory. In Key Stage 1, 93 per cent were good or better and 33 per cent were very good. In Key Stage 2, 72 per cent were good or better and 16 per cent were very good, although two lessons observed were unsatisfactory. Teaching of the children under five was good in 56 per cent of lessons observed, although one lesson was unsatisfactory. Although many lessons were good or better, the unsatisfactory lessons with the children under five and in Key Stage 2 means that the quality of teaching in these areas can be judged no better than satisfactory.

English and mathematics are taught effectively with more than two thirds of these lessons observed being good or better, and literacy and numeracy are taught well. The school meets the needs of all pupils effectively and teachers plan lessons well to match the needs of pupils of different abilities. The active involvement of pupils in the practical sessions provided ensures their interest and enhances their learning. Unsatisfactory teaching results from a lack of clarity about what the children will learn and ineffective behaviour management with older pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school actively seeks positive curriculum links that improves pupils' learning.
Provision for pupils with special educational needs	Very good. The provision and support for pupils with special educational needs is a strength of the school.
Provision for pupils with English as an additional language	Satisfactory. The few pupils with English as an additional language are supported effectively and their attainment meets national expectations for their age.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The school's annual arts week and visits to local churches and museums broaden pupils' knowledge and understanding of the rich historical and cultural traditions of Britain and other countries.
How well the school cares for its pupils	Satisfactory. All members of staff know their pupils well and work hard to meet their individual needs.

The school's partnership with parents is excellent. The school provides a broad curriculum and its topic approach, which links aspects of different subjects around a common theme, benefits pupils' learning. However, the curriculum does not fully meet the National Curriculum requirements for information technology.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision for the educational direction of the school. The commitment of key staff is having a direct influence on maintaining high standards.
How well the governors fulfil their responsibilities	Satisfactory. Appropriate priorities are identified in the school development plan. A few minor statutory requirements are not met.
The school's evaluation of its performance	Satisfactory. Strengths and weaknesses have been identified but not all governors have developed an effective strategic view of the school.
The strategic use of resources	The school makes satisfactory use of its resources. Curricular time is used well and there are adequate procedures for financial control.

Staffing, accommodation and learning resources are suitable to meet the requirements of the National Curriculum and the locally agreed syllabus for religious education. The school is well led and managed, although governors have not sufficiently developed their strategic role to monitor and evaluate school improvement. The school is beginning to monitor the effectiveness of its decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour in the school is good. • The good quality of the teaching. • The school is approachable. • The high achievement of the pupils. • The close links with parents. • The leadership and management of the school. • Their children become mature and responsible. • The range of activities outside lessons. 	<ul style="list-style-type: none"> • Information about how their children are getting on.

Inspectors support parents' positive views of the school. Inspectors do not agree with parents' concern over the quality of information. The quality of pupils' annual reports is satisfactory and parents feel comfortable in approaching the school at any time. A suitable number of consultation meetings are held with parents each year. Nevertheless, the school is looking for ways to improve the information it provides for parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The children who are under five are tested soon after they begin school. A scrutiny of the school's records of children's attainment when they enter the school, alongside observation of these children, many of whom had been in school for less than a week at the time of the inspection, shows that attainment on entry is variable but generally above average.
2. The children under five make satisfactory progress and almost all attain the Desirable Learning Outcomes¹ by the age of five. Children enter reception with well-developed personal and social skills. At the beginning of the day, most children settle happily and confidently. They are independent and many can dress and undress with little help. Children listen to stories and poems and most join in with words they remember. Many enjoy looking at books and handle these with care, understanding that books are read from left to right. Some recognise initial letter sounds and all can write their names. The children learn to sort by colour, size and shape. Several children count accurately to ten and a few recognise single digits. Children make sound progress in their knowledge and understanding of the world. They learn where key people and places are in the school building and its layout. Computer skills are developed through using the computer to support other areas of the curriculum, such as number recognition. During physical activities, the children are generally aware of space and of others. They use paints and different materials for collage. Children gain experience of clapping rhythms using their own and others' names.
3. At the end of Key Stage 1, pupils' attainment² in the national assessments in 1999 was well above both the national average and the average of schools with pupils from similar backgrounds, in reading, writing and mathematics. Although the percentage of pupils attaining the expected Level 2³ was close to the national average in reading, writing and mathematics, the percentage of pupils attaining the higher, Level 3 was well above both the national average and the average of similar schools in all tests. This indicates that pupils of all abilities achieve well in the national assessments in all

¹ On Desirable Learning Outcomes: QCA (Qualifications and Curriculum Authority) formally SCAA (School Curriculum and Assessment Authority) has produced a set of "Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education". These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

² On pupils' attainment: For reading, writing and mathematics at Key Stage 1, and English, mathematics and science at Key Stage 2, the average test/task score achieved by a school is calculated by dividing the sum of the scores achieved for that test/task across all eligible pupils by the total number of eligible pupils minus those pupils who were absent or disapplied. Absent pupils and disapplied pupils are not included in the calculations as it is not possible to say what contribution these pupils make to the overall performance of the school. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to other schools, this is stated clearly in the text.

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

- tests.
4. The trend of pupils' attainment in national assessments at the end of Key Stage 1 over the period 1996–1999 is rising above the national trends in reading, writing and mathematics. High standards in previous years have been maintained in reading and writing. The improvement in pupils' attainment in mathematics in 1999 demonstrates that standards are now high in mathematics as well.
 5. At the end of Key Stage 2, pupils' attainment in the national assessments in 1999 was well above both the national average and the average of similar schools in mathematics and science. Pupils' attainment in English was above both the national average and the average of similar schools. The percentage of pupils attaining the expected, Level 4 was above the national average in English and science, and well above the national average in mathematics. Compared to similar schools, the percentage of pupils attaining Level 4 was above the average in English and well above the average in mathematics and science. The percentage of pupils attaining the higher, Level 5 was close to the national average in English, above the national average in science and well above the national average in mathematics. Compared to similar schools, the percentage of pupils attaining the higher, Level 5 was close to the average in English and well above the average in mathematics and science. This indicates that pupils of all abilities achieve well in the school, although attainment is not as high in English as it is in mathematics and science.
 6. The trend of pupils' attainment in the national assessments at the end of Key Stage 2 over the period 1996–1999 is rising broadly in line with national trend and high standards are being maintained. However, standards in English are not as high as they are in mathematics and science because of insufficient opportunities to develop extended writing.
 7. The school has set appropriate targets in conjunction with the local education authority for the next two years, and is well placed to achieve these targets.
 8. The school makes very good provision for pupils with special educational needs and these pupils make good progress. The few pupils with English as an additional language and gifted and talented pupils are well catered for and they make sound progress. There is little difference in the standards achieved by boys and girls, except that boys do a little better than girls in reading in Key Stage 1 and girls do better than boys in English in Key Stage 2. There is no clear reason for this and the picture varies from year to year.
 9. Standards in speaking and listening are above national expectations at the end of both key stages. All members of staff throughout the school encourage speaking and listening and this is a strong feature during special assemblies when pupils from across the school describe work completed or events shared. Pupils listen with sustained concentration, share ideas from their own experiences and take part in discussions confidently.
 10. Standards in literacy are above average. By the age of seven, the majority of pupils are able to read with fluency and recognise errors, self-correcting themselves. They talk about what they like in their books, describing the various characters and events. Most pupils are producing clear, well thought out pieces of writing, and are extending their vocabulary. Spelling is increasingly accurate and handwriting is usually neat, developing a joined script that is consistent in size. By the age of 11, many are confident and read fluently with developing expression. Many pupils talk about

authors and explain why they like a particular type of book. However, the library is not used effectively to support learning in other areas of the curriculum. Pupils' writing is lively and thoughtful, with some pupils writing expressively as in, for example, Year 6 newspaper reports titled 'Plane Rage'. Words are chosen adventurously and sentences are often complex in Year 6. Spelling is accurate and handwriting is becoming more legible, joined and fluent. Many pupils use paragraphs and speech marks accurately. Pupils of high ability can identify and start to use different styles in their writing. However, there is insufficient evidence of extended writing for pupils of all abilities in Key Stage 2.

11. Standards in numeracy are very good. By seven, pupils have a very secure understanding of number work. They are beginning to understand how multiplication tables are formed from repeated addition. All pupils have a secure knowledge of basic two and three-dimensional shapes. They have a sound foundation in data handling. By 11, pupils have a good understanding of number skills. Pupils with all levels of attainment have a broad and secure base in all aspects of number and have well-developed strategies to perform calculations mentally and a very good grasp of formal written methods of calculation. Standards in data handling are well above average. All pupils use mathematics confidently to solve problems and respond well to challenges to investigate for themselves and they use mathematics consistently to support other subjects throughout both key stages.
12. Standards in science are well above national expectations at the end of both key stages. Almost all pupils at both key stages are working securely at the levels expected of them in the National Curriculum and many pupils are working at higher levels. By seven, pupils are familiar with the conditions required for a fair test and can carry out these tests with very little assistance. Many pupils make predictions about the test, as in an experiment to test the dissolving qualities of different substances in Year 2. By 11, pupils carry out complex tests independently, such as an investigation into the preferred habitat of mealworms. A number of variables are tested and the results are recorded and compared with much maturity.
13. Standards in information technology meet national expectations in Key Stage 1, but are below national expectations at the end of Key stage 2. By 11, pupils have good skills in using a word processor and they combine pictures and text in their work. However, they have little understanding of creating and interrogating a database, monitoring external events such as temperature, and control technology. The school is aware of this situation and has made information technology a priority in the school development plan. A new co-ordinator has been appointed and a detailed action plan drawn up.
14. Standards in religious education meet the requirements of the locally agreed syllabus at both key stages. By seven, pupils complete a range of topics such as Old Testament stories, Buddhist stories and stories Jesus told. They learn the significance of the Bible as a special book and festivals such as Christmas and Easter. By 11, pupils develop sound knowledge and understanding of the Christian faith, Judaism, Islam and Hinduism. They know about the lives of famous Christian people such as Mother Teresa.
15. In the foundation subjects, standards match those usually seen for pupils of a similar age in music and exceed those standards in art, design and technology, geography, history and physical education. Good quality work was seen in most subjects, including ancient Egyptian 'death' masks in art and history. In design and technology,

pupils make impressive 'moon buggies' and explain how vehicles are moved from the battery connection through the motor, pulley and axle to the wheel that makes it work.

16. Pupils' achievement is high in all subjects except for information technology at Key Stage 2 where progress is unsatisfactory and religious education, where progress is satisfactory nevertheless. Pupils make good progress in mathematics in Key Stage 1 and science in Key Stage 2, and satisfactory progress in all other subjects. High achievement is maintained across subjects and throughout the school. This is the result of careful planning, the high quality of teaching, and the attention given to ensure that all pupils are working at a level appropriate to their ability. The work set for pupils is consistently challenging, particularly for the higher attaining pupils and this is at the heart of the high standards achieved by pupils.

Pupils' attitudes, values and personal development

17. Pupils have good attitudes to learning, they enjoy school and attendance is satisfactory, being in line with the national average for primary schools. The quality of relationships is good overall and very good for the children under five. Pupils' personal development is satisfactory.
18. Registers are marked and completed properly and promptly. However, the considerable number of pupils who arrive late frequently interrupts the start of the school day. Records show that arrival of up to 45 minutes late is not unusual, and this affects all classes in the school on a regular basis. This causes disruption to lessons and slows the process of learning for all pupils. Many families also take extended holidays at the start and end of terms, this too disrupts learning and increases the level of unauthorised absence, and is a significant factor preventing the school from improving attendance.
19. Children who are under five settle very quickly into school routines. The gentle guidance of their teacher offers them very clear expectations of behaviour and fosters very good relationships with adults and each other. The children happily learn to work and play with others and they share toys and other equipment well. The majority of children are able to remain involved and interested in activities for considerable periods of time. A group making robots out of a good selection of 'junk' materials showed excellent perseverance when having difficulty in cutting, gluing and constructing their 'wobbly' robots. They knew that using more tape or glue would help improve stability. The majority of children are confident and enjoy talking about their achievements or showing how they can write and spell their names. Those who are less confident are supported and encouraged in making friends. In whole-school activities, for example, assemblies, as well as in their class, they are very well behaved.
20. Pupils also have good attitudes to their work and are enthusiastic, eager learners, enjoying the challenges set for them in, for instance, mental mathematics. They are keen to do well and feel confident enough to ask for help if there is any work they do not understand. They settle to written work quickly, although sometimes rather noisily. In discussion and in question and answer sessions pupils participate well with clearly, carefully thought out responses. In a personal development discussion group a pupil responded, saying " I haven't got an idea now, but I will think of one later."
21. Behaviour is now good in almost all lessons, and satisfactory overall. This is an improvement since the last inspection when concern was expressed about some poor

behaviour in classes. There are some isolated instances when pupils in the upper juniors do not always behave with maturity and responsibility. The usual high standards of behaviour and courtesy are not always evident when pupils are out of the direct supervision of teachers, for instance, when moving around the school, particularly at break and lunchtimes.

22. At playtimes, some of the games played are over-boisterous and rough and soft ball football too often intrudes on other pupils' quieter games. The school deals with any instances of unacceptable behaviour effectively and there have been no exclusions in the last year.
23. The attention paid to pupils' personal development is satisfactory. The formal personal development lessons and the use of 'golden rules' are having a positive impact on pupil behaviour in lessons, and on the younger pupils. These strategies have less impact on older pupils, some of whom sometimes forget the importance of considering the needs of others.
24. The quality of relationships throughout the school is good, notably in lessons. Members of staff provide good role models, relating well to their pupils. Pupils of different cultures mix easily together. Friendships between pupils are well established. Several older girls were seen helping and playing with younger pupils. Pupils of all ages find it easy to approach and talk to adults in the school.
25. Apart from the usual monitor duties in classrooms, the development of initiative and responsibility is largely focused on the oldest pupils. They regularly undertake the organisation of charity fundraising, through bring and buy and cake sales, for both local and national charities. Pupils throughout the school enjoy saving book stamps to purchase the books in the weekly bookshop, and they also enjoy the opportunity to hire videos through the weekly video club, both of which are run by parents.

HOW WELL ARE PUPILS TAUGHT?

26. The quality of teaching is good, overall. Overall, 94 per cent of the lessons observed were satisfactory or better. Seventy-five per cent were good or better and 18 per cent were very good. Six per cent of all lessons seen were unsatisfactory. Teaching is particularly effective in Key Stage 1. Thirty-three per cent of lessons were very good in Key Stage 1, 93 per cent were good or better and there was no unsatisfactory teaching. In Key Stage 2, 72 per cent were good or better and 16 per cent were very good, although two lessons seen were unsatisfactory. The teaching of the children under five was good or better in 56 per cent of lessons observed, although one lesson was unsatisfactory.
27. English and mathematics are taught effectively with more than two thirds of these lessons observed being good or better. Literacy and numeracy are taught well and learning is enhanced through cross-curricular topics. For example, younger pupils are introduced to non-fiction books through a 'Mini-beast Encyclopaedia' in a science topic, and the 'Iron Man', which pupils use to identify places in the story for map-making. In an investigation into the kind of habitat mealworms prefer, Year 6 pupils use their numeracy skills to convert the table of their findings into percentages to enable easier comparisons.
28. The school meets the needs of all pupils effectively and teachers plan lessons well to match the needs of pupils of different abilities. Teachers are familiar with the individual education plans of pupils with special educational needs, which are reviewed regularly with the special educational needs co-ordinator, and they use them well. Teachers accommodate the learning needs of pupils with English as an additional language, who are attaining standards in line with national expectations, and this ensures that they are fully involved in lessons. The different needs of pupils in literacy and numeracy are met effectively through grouping.

29. The teaching of the children under five was good in more than half the lessons seen. Effective questioning promotes learning and the pace of these lessons is brisk. Good and effective use is made of praise and reinforcement and this gives children confidence. There are often many helpers in the reception class and their support is used effectively and they improve learning by keeping the children interested and this helps them maintain concentration on activities. However, one lesson was unsatisfactory. Some activities, such as sand and water play, are not planned with sufficient attention to the learning needs of children of this age and the learning intentions are unclear. This is because there is insufficient use of daily assessment of what the children already know, understand and can do in order to plan progressively for the small steps by which children of this age learn.
30. Planning for lessons is good and learning objectives are clearly explained to pupils. Teachers include a variety of activities that accommodates the learning needs of pupils of different abilities. They direct questions to individuals and groups of pupils to ensure that all are fully involved in the lesson. For example, in a mathematics lesson where pupils were encouraged to explain the strategies they used to find an answer, the teacher asked, 'Can someone from the green group give me an explanation?'
31. A variety of teaching methods is used, including many investigations. The active involvement of pupils in these practical sessions provided ensures their interest and enhances their learning. In most lessons, relationships are good and this enables teachers to maintain high standards of behaviour. However, the unsatisfactory teaching observed in the upper juniors was the result of the poor behaviour management of pupils. This restricted the learning of all pupils in the class and they failed to make sufficient progress.
32. Teachers ensure a brisk pace to lessons with a clear introduction, a variety of activities and an effective plenary to reinforce learning. This was particularly evident in a science lesson in Key Stage 2 when pupils investigated the dissolving quality of jelly. They were clear about the various experiments they were to carry out, and reported back their findings in an imaginative plenary that used a story of 'Mrs Wobble' they were familiar with to test the veracity of their findings. Resources are well used for the many practical sessions and included a visitor and artefacts from the local museum, which enabled pupils to gather clues from historical sources effectively. Classroom assistants provide effective support for pupils' learning and teachers make very good use of parental assistance in many lessons.
33. Each teacher keeps a comprehensive assessment folder that details the progress and achievements of pupils. This enables them to set tasks at an appropriate level of difficulty when planning lessons. Marking is inconsistent, however. When it is good it supports pupils' learning and promotes their self-esteem. The school has introduced a homework policy with which most parents express satisfaction. Sometimes, as in an example of homework for mathematics in Year 1, good guidance is provided for parents in how to help their children estimate groups of objects.
34. The careful planning, the variety of stimulating practical activities and the generally good management of pupils ensures that pupils are interested and fully involved in lessons. They are clear about the knowledge and skills they are expected to learn and develop, and apply themselves to their tasks with a good deal of effort. They maintain concentration throughout the lesson and work well collaboratively to find answers for themselves. However, pupils are not sufficiently involved in evaluating

what they have learned and considering how they might improve.

35. The quality of teaching has improved since the last inspection. Although there was still some unsatisfactory teaching, it was significantly less than at the last inspection and more than twice as many lessons were very good or better. A key issue of the last inspection report was to improve teachers' subject knowledge in science, geography, art, music and physical education. Five of the seven class teachers have joined the school since the last inspection, as has the headteacher and she leads by example and is suitably involved in teaching. The headteacher monitors teaching rigorously. She discusses the lesson with the teacher and establishes points for improvement when necessary. The development of clear schemes of work that detail the progression in pupils' learning has also assisted teachers' subject knowledge and the school takes advantage of specialist teaching in music to improve the standard of teaching. Basic skills, including phonics, are taught effectively in literacy and numeracy lessons and reinforced through careful planning of cross-curricular topics.

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

36. The school's curriculum is broad and balanced. It reflects the overall aims of the school in promoting pupils' intellectual, physical and personal development in a purposeful and relevant curriculum. Statutory requirements of the National Curriculum are met apart from information technology at Key Stage 2. The school actively seeks positive curriculum links that effectively promotes learning for all pupils including the higher attaining pupils. The school delivers religious education in line with the locally agreed syllabus. There is a high priority given to English and satisfactory progress has been made in implementing the National Literacy Strategy. The school has implemented the National Numeracy Strategy and is in the process of providing a training programme for staff. A new homework policy has been implemented and this has addressed lack of consistency, which was highlighted in the last inspection report. However, the provision for the children under five still does not take sufficient account of the recommended learning opportunities for this age group in creative development and personal and social development.
37. The comprehensive health and personal development guidelines ensure that sex education and an awareness of the misuse of drugs are taught effectively, often within cross-curricular topics. Aspects of personal and social education are often included in English and religious education lessons.
38. The provision for pupils with special educational needs is very good and a strength of the school. The school has a well co-ordinated approach to special educational needs. The school has continued successfully to develop the provision since the last inspection and it fully meets the requirements of the Code of Practice⁴ and statutory reporting requirements. The provision meets statutory requirements for pupils with Statements of Special Educational Need and there are very clear processes for identifying such pupils. Pupils with special educational needs make very good progress. The school provides pupils with tasks they can perform confidently. The early identification of special educational needs is a priority. The early intervention programme, while only in its early stages of development, is already having a significant impact. The school has a very strong relationship with parents, informing them, training volunteers if required and sharing and meeting with them regularly.

⁴ On Special Educational Needs Code Of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

The

co-ordinator for special educational needs is a very able and enthusiastic teacher who gives good leadership with clear direction and communicates drive and confidence.

39. The co-ordinator for special educational needs is effectively involved in assessing and monitoring, establishing work programmes and in training of parents and governors. She liaises with a range of outside agencies and works closely with the special educational needs governor. Individual educational plans contain appropriate targets that are linked to appropriate strategies with evaluation criteria. Class teachers and classroom assistants work closely with the co-ordinator and discuss work programmes in advance. Pupils are well supported by classroom assistants in lessons. The quality of the learning resources and the commitment to maintain a co-ordinator without responsibility for a class demonstrates the school's high priority to special educational needs.
40. The curriculum provides equal opportunity to all pupils and the progress and opportunities for pupils with English as an additional language, who are attaining in line with national expectations, are satisfactory.
41. The reception class teacher and headteacher liaise closely with the local nursery and playgroups, visiting them in the summer term to meet the children. Leaders of some of the nursery groups visit the reception class regularly after the children start school. Despite the difficulties arising from the number of different secondary schools that the pupils transfer to, the school has actively sought to work with some of the schools and encourages secondary teachers to visit the school.
42. The school provides a good range of extra-curricular activities for pupils. During the year these include a French club, recorders, dance, computer, library, Top Sport, football, netball, textiles, mathematics, book and video clubs. Staff, parents and volunteers willingly contribute to these activities. These activities are supplemented by school drama productions, art weeks, the annual school journey for Year 6, fun days and discos.
43. The provision made for spiritual development is satisfactory. School assemblies provide a communal and shared act of collective worship. This makes a positive contribution to the attitudes of pupils. Topics chosen for discussion, such as selflessness, are relevant to pupils' everyday lives and the school community. Assembly topics are also reflected upon within class lessons. Opportunities for pupils to consider values and experiences are provided within the classroom.
44. The provision for moral development is satisfactory. Pupils understand the difference between right and wrong. The school promotes a 'code of practice' through its golden rules and supports this initiative through 'golden assemblies' where success, achievement, behaviour, acts of responsibility and pupils' contribution to the life of the school and the community are celebrated. There are clear expectations of what is acceptable and unacceptable behaviour in lessons. Discussions in religious education and 'circle time'⁵ seek to promote fairness and honesty.

⁵ On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

45. The school makes satisfactory provision for pupils' social development. In assemblies, pupils are given opportunities to share their work or ideas with the rest of the school. For example, Year 6 pupils performed their own play based on 'working children' with well-developed dialogue and interaction. In Key Stage 1, birthdays are celebrated in assembly. There are some opportunities within classes for pupils to work together in small groups, although the use of some plenary sessions as an opportunity to share work and develop listening skills is at an early stage of development. Teachers and support assistants are professional and caring and there are positive relationships between staff and pupils.
46. The provision for cultural development is satisfactory. While the school seeks to promote aspects of cultural development periodically through art, music, history, geography, dance and religious education, this area is underdeveloped in the wider curriculum. The pupils benefit from visits from artists and theatre groups and the school places great emphasis on its annual arts week, which last year focused on Africa. Visits to local churches and museums assist in broadening pupils' knowledge and understanding of the rich historical and cultural traditions of Britain and other countries.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. Overall the provision for the support, care and welfare of pupils is satisfactory. Arrangements for assessing and monitoring attainment and progress are satisfactory. The provision, support and monitoring of pupils with special educational needs are very good and a strength of the school.
48. The children under five are supported through an effectively planned induction programme that includes pre-school visits by the class teacher to all children in their playgroups and nurseries. For the first two weeks new pupils attend on a part-time basis. Early assessment is fully established and, along with daily assessment, is used to plan the activities for these children.
49. All members of staff know the pupils well and work hard to meet their individual needs. The monitoring of academic progress is sound and has been maintained since the last inspection. Pupils with special educational needs are identified early and they now receive additional literacy support. Extra support for pupils who are gifted in specific areas, such as mathematics, has recently been established.
50. The assessment and monitoring of pupils with special educational needs are good. Individual education plans are used well and reviewed termly. The requirements laid out in statements, for those pupils who have them, are met. Support staff, and also volunteer parents, receive training from the special educational needs co-ordinator. This means that the support provided is highly effective in enabling pupils with special educational needs to make good progress in their learning. Liaison with various support agencies is good and appropriate external support is available for pupils who have English as an additional language.
51. The monitoring of behaviour is satisfactory. The new policies for behaviour and bullying offer clear guidance for staff and pupils about dealing with bullying. The school operates a 'come and tell' policy. Class teachers note any concerns and refer any more serious or persistent incidents to the headteacher, who maintains detailed individual records of any pupils having difficulties. Parents are also kept informed.

52. The attention paid to monitoring pupils' personal development is satisfactory. Much guidance offered by teachers to individual pupils is informal, made possible by the good quality relationships. The importance of personal development is also emphasised through assemblies, with themes such as 'selflessness'. The planned programme for personal development has been effective in improving pupil behaviour in the classroom.
53. The monitoring of attendance is satisfactory. Authorised and unauthorised absences are clearly identified in registers and checked regularly by the educational welfare officer. Some teachers record arrival times in registers and ask for reasons, but this is not a consistent practice.
54. Procedures for daily routines are sound. There are qualified first aiders and minor accidents are properly recorded. At lunchtime the dining room is well supervised, and pupils are reminded of their manners. At play, some older pupils do not show appropriate respect for others, or for the midday supervisors, who need to be particularly alert to potential trouble spots. They deal with incidents and pupils know that if they have a problem the supervisors will do their best to sort things out.
55. The school has a newly developed child protection policy due to be ratified by the governing body. Local authority guidance is followed. The designated teacher is trained and is aware that staff training requires updating, following a period when a number of temporary teachers were in post. The school keeps a log of 'initial concerns' and this is good practice. Any sensitive records are securely kept and procedures are sound.
56. Arrangements for health and safety are sound. All required records, such as fire tests and drills are kept. There is a detailed policy that incorporates local authority guidance. Termly risk assessment is undertaken by the headteacher with the site manager and problems are reported to governors.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The quality of partnership and the level of involvement that the school shares and enjoys with its parents and carers are excellent. This has an extremely positive impact on the attainment and progress of all pupils in the school and on the school's ethos for learning. Parents are exceptionally supportive of the aims and work of the school in educating their children. The school greatly appreciates and encourages this very significant interest.
58. Many parents come to school and help on a regular daily basis. This help extends to grandparents and nearby residents, including a great-grandmother, who has helped in the school for many years. She is much loved by staff and pupils alike. Parents provide very effective support for teachers in classes throughout the school. They help to supervise many activities, such as making 'junk models' with the youngest pupils, hearing readers, or supporting groups in literacy and numeracy lessons, as well as projects in design and technology. The school also provides training for some parents to help specifically with pupils who have special educational needs. Teachers know that if they need help, parents will willingly volunteer.
59. Many other parents contribute by running extra-curricular clubs in sport such as football and dance or craft clubs, such as needlework, either at lunchtimes or at the end of the day. There is always help available to assist with visits and trips. Pupils

greatly appreciate the tuck shop and the weekly book and video hire clubs, which are also run by parents. They derive great benefits from the truly extensive level of collaboration and support from parents.

60. The parent/staff association is well established, extremely efficient and effective at raising considerable funds for the school. Last year the total amounted to over £7,000. The biggest events are the Christmas and summer fairs, but a full programme of other events are organised throughout the year, including infant and junior discos for the pupils. The association is well supported by local businesses.
61. The quality of information provided by the school to parents is very good. The prospectus meets requirements and is a useful and informative document and a home-school agreement is in place. There are a few minor omissions in the governors' annual report, such as the progress made on the action plan following the last inspection. Parents have access to a large and prominently placed noticeboard, where they can, for instance, read minutes of governors' meetings or find out about events in the community. Regular newsletters are sent home. Not only does the school provide letters about events and the daily work of the school, but the parent/staff association also publishes its own newsletter. Of particular note, and very innovative, are the half-termly class newsletters, written by every teacher in the school. They give much detail about the subjects and topics being undertaken, suggesting ways of helping the pupils, and perhaps requesting the loan of artefacts. The class homework is clearly explained, and gives information about when it is set and when it should be handed in. Teachers often remind parents that they are available, if they need further information, or have any concerns. Regular curriculum meetings also keep parents informed about the latest developments, such as literacy and numeracy, helping them to understand about their children's learning and how they can best help.
62. The quality of pupils' annual reports is good. They clearly identify what pupils understand and can do. Targets to help pupils make progress are almost always given in English and mathematics. Targets are sometimes given in science, design and technology and geography, for example. Parents have space to comment, if they wish. Pupils with special educational needs receive annual reviews as well. Their parents are fully involved and consulted at all stages and are invited to the regular review meetings, so that their views are included. There are formal meetings, for all parents, held regularly to discuss pupils' progress, and there is much opportunity for informal access to teachers if it is required. Parents feel that the teachers are very approachable.
63. Homework is now well established and issues around consistency raised in the last report have been addressed. It is effective in developing pupils' study skills and links well with the work done in school. From the earliest age, pupils take reading books home and maintain home-school reading records. This has had a positive impact on reading standards throughout the school. Other homework includes spellings, mathematics and work linked to topics. A number of parents had expressed concern about consistency of the homework provided. In response, the school compiled its own questionnaire, requesting parents' views. The recent and very high number of returns from parents showed that over 95 percent are satisfied with homework provision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. Leadership and management are good. The headteacher has a positive vision for improvement and high standards. The enthusiasm shown by the headteacher and staff is having a direct influence on the maintaining of high standards. Strengths and weaknesses within the school have been clearly identified.
65. The range and amount of teaching by the headteacher was identified as an area needing improvement in the last inspection report. This has been addressed effectively by the headteacher, who has been appointed since the last inspection, and she has an appropriate teaching timetable that supports groups of higher attaining pupils or releases other staff to do so. This is improving standards and provides good leadership in teaching by her involvement in class and visibility throughout the school. The previous report also highlighted the need to 'tackle the poor behaviour of a few pupils by behaviour management strategies'. A new behaviour policy is now in place and is being applied consistently by almost all teachers. As a result, most behaviour in classes has improved, but this is not consistent and isolated examples of unsatisfactory behaviour were observed in the upper juniors and outside lessons. Concerns relating to the provision for the under-fives in the last report have not been addressed sufficiently. This area lacks leadership and direction due to lack of expertise within the school.
66. Most governors are supportive of the work of the school. Sub-committees have been established for the curriculum, finance, premises and personnel. Individual governors have been identified for literacy, numeracy and special educational needs. The intention is for these governors to visit the school regularly in order to monitor the work of their curriculum responsibility. However, this practice is not sufficiently developed for all governors to be fully aware of the strengths and weaknesses and for the governing body to develop its strategic view of the school. Governors are actively involved in the school development plan, both through initial discussions with the appropriate sub-committee and also through the final agreement of the full governing body. The school development plan is a useful working document. The governing body is kept well informed of developments by the headteacher but they are not yet fully involved in monitoring the effectiveness of action taken.
67. Curriculum co-ordinators have a clear understanding of their roles. All are enthusiastic and keen to influence the work in the school as subject leaders. The co-ordinators are beginning to have an impact on their subject areas through planning whole-school schemes of work and in supporting each other. The teaching and learning policy has been reviewed and, as a result, all co-ordinators now monitor planning for their subjects each half term. The roles of co-ordinators has been revised and, beginning with the core subjects of English, mathematics and science, co-ordinators monitor teaching in classrooms and, through a scrutiny of pupils' work, they also monitor standards in their subjects. Targets are set for each year group and most staff work effectively as a team to improve standards and the quality of provision. The deputy headteacher is developing her responsibility for quality assurance in providing leadership for co-ordinators.
68. Priorities are identified appropriately through the development plan and reflect the needs of the school. All members of staff and the governing body are involved in this and careful financial management supports educational priorities. The school is well placed to sustain improvements in the future.
69. The school has explicit aims and these are evident throughout the school, with the values shared between all teaching and non-teaching staff. Pupils benefit from an

effective learning environment, a commitment to high achievement and good relationships.

70. Statutory requirements are met with the exception of a few minor details of the annual report to parents and appraisal, and there is no induction policy or programme for new members of staff. However, other arrangements for the development of staff are satisfactory and the Chair of Governors sets and reviews annual targets for the headteacher. Adequate in-service training has taken place for both teaching and some non-teaching staff and this is recorded appropriately.
71. There have been considerable changes in staffing since the last inspection. After a period of instability, mainly due to long-term staff illness, five teachers are new to the school since the last inspection. The school is well staffed and all are appropriately qualified and experienced to meet the needs of the curriculum, both for the children under five and for the rest of the school. A satisfactory balance exists amongst the staff in terms of qualifications and experience. Classroom assistants make a strong contribution to the quality of learning and work well with the teachers. All curriculum areas have a subject co-ordinator with the exception of music and the management of resources is efficient. The use of teaching and support staff is good; they are effective and take their responsibilities seriously.
72. The school secretary, finance officer and site manager are committed and hard working and the midday supervisors provide a happy environment at lunchtimes where most pupils play well together.
73. The school is housed in a pleasant, clean and well-maintained building, which allows the curriculum to be taught effectively. Some class areas, however, are small and space for learning opportunities is limited. The central infant hall area is underused and activities are not extended sufficiently beyond the classroom to capitalise on this useful space to support learning. Appropriate use continues to be made of the hall for a range of activities. The school has hard surface play areas; however, the use of this space for quality play experiences is underdeveloped. Although the under-fives have a safe enclosed area it is too small for a class of 30 to play in at playtimes: subsequently provision for outdoor play activities is limited. The swimming pool is closed awaiting repair. Easy access exists on site to a playing field for field sports and athletics. The external grounds are delightful and include an environmental area that extends first-hand learning opportunities beyond the classroom. The school makes use of its local environment, which offers a range of places of interest to visit. All health and safety requirements are met.
74. Areas of concern regarding resources, which were highlighted in the previous report, concerned extending the range and quality of reference and fiction books available to pupils. The supply of musical instruments was also inadequate. The school has dealt with this effectively in part, and resources for fiction in most areas are satisfactory. However, the quality and quantity of reference books in the library are still inadequate to stock class and main library in a way which gives teachers and pupils a real choice of reference material. The supply of musical instruments is now good. The school has plans to increase resources for information technology, including a computer suite. Resources for all other subjects are satisfactory.
75. Financial management is sound and is based on a careful analysis of needs. The carry forward from the previous year's budget was a result of the earlier staffing absences. The headteacher, in her first year of managing the budget, erred on the

side of caution in respect of further long-term absences. This did not materialise and resulted in a larger than expected carry forward figure. The budget for the current year has planned to reduce this carry forward figure to recommended limits. Specific grants, such as those for special educational needs and professional development, are managed effectively by the headteacher. The school's development plan identifies priorities for the current year with resource implications and success criteria where appropriate. A governors' finance sub-committee meets regularly and longer-term aims have been identified. The recent auditor's report found all systems in place and appropriately managed. This matches judgements made during the previous inspection.

76. The school makes satisfactory, and at times good, use of its resources. Curricular time is used well, with little or no time lost during the day. The school makes satisfactory use of the accommodation, both inside and out. There is a high proportion of good teaching. This represents an effective use of resources. The school has adequate procedures in place for financial control. Finances are in a good order and plans are in place to develop a longer-term budget plan to accommodate diminishing reserves. Governors receive regular reports and know what monies are available. Routine administration and financial control procedures are carried out effectively by the headteacher and school finance officer. The school strives to implement the principles of best value but this is mainly limited to financial matters and has yet to develop these principles to other areas.
77. The overall effectiveness of the school is good. When children start at the school, their attainment is above average. By the end of Key Stage 2, attainment is high and well above the average of similar schools in mathematics and science. Although attainment in English fell a little in last year's national assessments, it is still above the average of similar schools. The quality of teaching is high and the school is well led and managed. The cost of each pupil's education at the school is higher than the average. Nevertheless, the school continues to provide sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In order to maintain high standards, the governors, headteacher and staff should:
- (1) Improve standards of writing in Key Stage 2 by;
 - analysing the generous time allocation already in place for English to seek ways in which further opportunities for improving provision for writing, particularly extended writing (paragraphs 6,10,98);
 - develop the role of the co-ordinator to provide effective leadership that ensures the subject is monitored closely and developmental needs are identified (paragraph 103).(The school has drawn up a literacy action plan to address standards in writing.)
 - (2) Ensure that National Curriculum requirements for information technology are fully met and implement the scheme of work effectively in order to raise standards (paragraphs 13, 16, 144, 146).
(The school has already identified this as an area for development in the School Development Plan and has produced a good action plan.)
 - (3) Improve the provision for the children under five by considering in more detail

the early years' curriculum recommended by the Qualifications and Curriculum Authority (paragraphs 29, 36, 65, 73, 80, 87, 88).

(The school has already identified this as an area for development in the School Development Plan.)

- (4) Establish and monitor procedures to improve the punctuality of pupils at the start of the school day (paragraphs 18, 53).

In addition to the key issues above, less important weaknesses, such as use of the school library, swimming and the strategic role of governors should be considered for inclusion in the action plan. These are indicated in paragraphs 46, 66, 102, 104, 156.

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	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18.4	57.1	18.4	6.1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		230
Number of full-time pupils eligible for free school meals		17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		46

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	11	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	19
	Girls	9	10	9
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	88 (88)	88 (85)	88 (85)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	21
	Girls	10	9	10
	Total	30	29	31
Percentage of pupils at NC level 2 or above	School	94 (88)	91 (85)	97 (85)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	16	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	16
	Girls	14	13	15
	Total	27	29	31
Percentage of pupils at NC level 4 or above	School	79 (85)	85 (79)	91 (94)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	16
	Girls	14	14	15
	Total	28	30	31
Percentage of pupils at NC level 4 or above	School	82 (89)	88 (80)	91 (97)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	4
White	174
Any other minority ethnic group	9

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
Number of pupils per qualified teacher	25.6
Average class size	32.8

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	65

FTE means full-time equivalent.

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	1998/99
	£
Total income	400,517
Total expenditure	395,616
Expenditure per pupil	1,728
Balance brought forward from previous year	25,408
Balance carried forward to next year	30,309

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	211
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	0	1	1
My child is making good progress in school.	43	49	8	0	0
Behaviour in the school is good.	39	60	1	0	0
My child gets the right amount of work to do at home.	39	51	9	1	0
The teaching is good.	62	31	4	0	3
I am kept well informed about how my child is getting on.	35	45	17	1	1
I would feel comfortable about approaching the school with questions or a problem.	70	26	4	0	0
The school expects my child to work hard and achieve his or her best.	60	36	1	1	1
The school works closely with parents.	47	45	8	0	0
The school is well led and managed.	65	32	1	0	1
The school is helping my child become mature and responsible.	55	44	1	0	0
The school provides an interesting range of activities outside lessons.	40	47	10	0	1

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

79. Children under five enter school with standards that are generally above average for children of this age. They make sound progress in the relatively short time that many are in the reception class and many children are well on course to exceed the standards expected of them by the age of five.
80. At the time of the inspection there were 21 children under the age of five. The reception class operates a formal curriculum that takes limited account of the Desirable Learning Outcomes recommended for this age, and concentrates more on National Curriculum requirements. Planning, therefore, is not always appropriate to both age and ability and often takes insufficient account of the small steps in developmental learning made by the youngest children in the class. This is similar to previous inspection findings where planning was considered detailed but over-constrained by the attention paid to National Curriculum Programmes of Study.
81. The inspection in 1996 found that within the classroom the uncarpeted area was too limited in size for all the children to have regular and frequent access to painting, model making and basic play with water, sand and clay. Recent modifications to the new building have created opportunities to use space more creatively for these young children in catering for their particular developmental needs at such an important stage in their education.
82. Within the reception class, a good start continues to be made in reading and writing. Children listen to stories and poems and most join in with words they remember. Many enjoy looking at books and handle these with care, understanding that books are read from left to right. Some recognise favourite books, for example, 'The Wobbly Tooth' or 'Kipper's Birthday'. These skills are developed so that some children recognise initial letter sounds and all write their own names. The structure of the literacy hour in the reception class focuses learning and raises attainment because children have appropriately planned practical follow-up activities. The quality of teaching for language and literacy in reception is generally good and effective use is made of praise and reinforcement, giving children increasing confidence.
83. Mathematical understanding is effectively promoted through a variety of activities. When they enter the reception class, most children are able to sort by colour. As they develop, many make patterns with triangles and they join in number rhymes such as 'Five Currant Buns' and other counting activities. Several count accurately to ten, some to 20, and a few recognise single digits. They learn to sort by colour, size and shape and the higher ability children are beginning to exchange pennies for toys in the 'toy shop' up to eight pence when supported by an adult to check their learning and reasoning. A few use words such as 'more' correctly, for example 'I have five pennies, I need more to make eight'. One child explained how eight pennies match eight pence on the price tag of the teddy. Numeracy lessons in the reception class are effective in raising standards. Teaching is good overall with tasks generally matched well to the needs of each child and, as a result, progress is good. Effective questioning promotes learning and the pace of these lessons is brisk. However, workbooks are sometimes introduced too early and, as a result, one activity designed to develop children's recognition of a triangle became a colouring-in exercise. The

- support from volunteer helpers improves learning by keeping the children interested and helps them maintain concentration on follow-up activities.
84. Children make sound progress in their knowledge and understanding of the world. Topics are relevant; children learn who the adults in school are and they plot where they work, for example. Computer skills are developed through using the computer to support other areas of the curriculum, such as number recognition. A few of the older children are adept at handling the mouse and others practise using the arrow keys for direction. Teacher expertise in information technology supports learning. Children complete simple jigsaw puzzles and some are able to build successfully with small construction apparatus. The teacher plans a range of activities and experiences that often build effectively on children's previous learning in this area of development.
 85. The development of physical activity is generally satisfactory. During physical activities, the children are generally aware of space and of others. There is some opportunity to develop balance and climbing with increasing skill. Children enjoy these opportunities and take part in the activities enthusiastically. However, there is insufficient outside play equipment of good quality for developing and practising physical skills. The reception class does not have the opportunity to play purposefully outside throughout the year. This was also stated in the previous inspection report. The quality of teaching is generally sound and encourages children's confidence in their physical skills.
 86. Children make satisfactory progress in developing their creative skills. They use paints and different materials for collage. Children gain experience of clapping rhythms using their own and others' names. They experiment in playing percussion instruments. Children make shapes with dough and play with sand. However, this lacks structure and purpose when the activities are insufficiently focused on clear learning objectives. Children use scissors, cutting, pasting and joining with increasing accuracy to create robots in junk modelling, for example. Teaching is sound overall, with adults moving from child to child, generally supporting, guiding and prompting.
 87. Children enter reception with generally well-developed personal and social skills. They are sufficiently independent to recognise their own coats and many can dress and undress with little help, for example, after physical education. Social skills are developing well in whole-class situations and children respond readily to adults and sometimes to each other. At the beginning of the day, most children settle happily and confidently. However, one lesson was not planned thoroughly enough and children lost interest. Most children take turns happily when supervised but they do not co-operate together very well when unsupported. The children are motivated and eager to learn, contributing enthusiastically to class or group discussions. This is largely the result of all adults setting good examples and valuing the contribution children make, using praise and encouragement well. There is evident enjoyment and relationships are good.
 88. Although teaching was good in more than half the lessons observed, there is insufficient planning for the development of children's personal, social and creative skills that link those small steps by which children of this age learn. Consequently, some activities lack a clear purpose that is understood by the children. Planning in the reception class does not consistently build on information provided by day-to-day assessment, as well as the school's assessment when the children start school. This results in insufficient structures for short-term planning of appropriate work and activities. Clear learning objectives are lacking in some curriculum areas, such as sand and water play. Where learning objectives are clear, as in literacy or in

mathematics, learning is more effective.

ENGLISH

89. Pupils' attainment in the 1999 national assessments for seven-year-olds show standards in reading were well above the national average. The results in writing similarly show that pupils attained well above both the national average and the average of similar schools. Although the percentage of pupils attaining the nationally expected Level 2 was broadly in line with the national average, the percentage of pupils attaining the higher, Level 3 was well above the national average and the average of similar schools. The trends of results in reading and writing for the period 1996-1999 is rising above the national trends.
90. Pupils' attainment in the 1999 national assessments for 11-year-olds show standards were above the national average. The trend of results in English since 1996 is rising broadly in line with the national trend. The percentage of pupils attaining Level 4 or above in 1999 was above the national average. However, the percentage of pupils attaining the higher, Level 5 was close to the national average. This indicates that the achievement of talented pupils is not high enough at the end of Key Stage 2.
91. When compared to schools with pupils from similar backgrounds, pupils' attainment in the national assessments in 1999 in reading and writing at the end of Key Stage 1 was well above the average. The percentage of pupils who attained the higher, Level 3 was also well above the average of similar schools. At the end of Key Stage 2, pupils' attainment in 1999 was above the average of similar schools yet the percentage of pupils attaining the higher, Level 5 was close to the average.
92. Inspection judgements are that standards of attainment at the end of both key stages are above the national average, although the achievement of talented pupils at the end of Key Stage 2 is not high enough. The previous inspection found that standards of attainment in English were good and this has been maintained. A key issue for action, to 'teach joined handwriting earlier', from the previous inspection has been addressed effectively. Pupils now join letters and form a developing cursive script by the end of Year 2. Provision for talented pupils has been improved with the introduction of special groups catering for their specific needs.
93. Pupils make satisfactory progress, in the context of high achievement, throughout the school. Pupils with English with a second language have a secure grasp of English and are attaining the levels expected of them nationally. Those pupils with special educational needs are supported well in both key stages, enabling them to make good progress towards the clear targets identified for them. Boys do better than girls in reading in Key Stage 1, and girls do better than boys in English in Key Stage 2. There is no clear reason for this and the picture changes from year to year.
94. Attainment in speaking and listening is above national expectations at the end of both key stages. Speaking and listening is encouraged by all staff throughout the school and are a strong feature during 'golden assemblies' when pupils from across the school describe work completed or events shared. Pupils listen with sustained concentration, share ideas from their own experiences and take part confidently. For example, they read aloud a football commentary and adjust their speaking style to the audience. In the infant classes, pupils ask thoughtful questions of each other when talking about what imaginary creature they were thinking of creating in art. One explained the type of materials and colours he planned to use. Pupils express opinions about books they have read and talk confidently about the 'arts week' held last summer. Drama is used well as a part of assemblies. For example, a group of

Year 6 pupils acted out a story written by themselves based on 'working children'. One pupil with special educational needs was supported well when describing to the whole school how he had made his model of the 'Iron Man'. He described how its eyes light up and how he had made it using cardboard boxes, toilet rolls for arms, a battery holder and lights for the eyes. This raised his self-esteem and valued the quality of his work as well as showing very good links between literacy and design and technology. These opportunities make a positive contribution to the development of speaking and listening.

95. Standards in reading are above the national average at the end of both key stages. By the end of Key Stage 1, pupils read with fluency and recognise errors, self-correcting themselves. Pupils talk about what they like in their books, describing the various characters and events. Pupils in Key Stage 2 know the difference between reports and articles in newspapers and magazines. They know the difference between fiction and non-fiction books and make good use of the index and contents page. By the end of Key Stage 2, pupils are confident and read fluently with developing expression. The talented pupils use inference and deduction in answering questions. For example, in discussing 'Treasure Island' one pupil selects essential points from the text, such as the son and main character and describes them as 'like two blocks of wood', to explain how alike they are. Many pupils talk about authors and explain why they like a particular type of book.
96. Pupils take home reading books on a regular basis and home-school reading records are used well across the school. The system is progressive so that, by the time pupils reach Year 6, reading diaries are well established and treated with pride, they are well presented and include illustrations. Although many pupils use public libraries, library skills within the school are less well developed and the library is not used effectively to support important research skills in learning. Many pupils have a sound understanding of contents, index and how to retrieve information from non-fiction books, but some do not know how to find a particular book within the library. The introduction of the 'early intervention' support programme since the last inspection is successfully promoting improvement in reading for younger pupils and this is contributing to pupils' confidence.
97. Standards in writing are above average at the end of both key stages. By the end of Key Stage 1, pupils develop skills in narrative and non-narrative writing. The majority produce clear, well thought out pieces of writing, and are extending their vocabulary through a variety of interesting tasks, some of which are connected to other subject areas. Spelling is increasingly accurate and handwriting is usually neat, consistent in size and developing a joined script.
98. By the end of Key Stage 2, pupils undertake a variety of tasks to develop their writing skills. These include some short creative work, a study of word meanings, dictionary work, grammar and poetry. Pupils' writing is lively and thoughtful, with some pupils writing expressively as in, for example, newspaper reports titled 'Plane Rage'. The oldest pupils often write complex sentences. Spelling is accurate and handwriting is becoming more legible, joined and fluent. Many pupils use paragraphs and speech marks accurately and talented pupils identify and use different styles in their writing. However, the introduction of the National Literacy Strategy has led to limited opportunity to develop extended writing across Key Stage 2. This is the cause of pupils' attainment at the end of Key Stage 2 being not as high in English as it is in mathematics and science. The school is aware of this situation and has taken steps to analyse areas for development, and has introduced more challenging, extension

activities for the more able pupils.

99. Displays around the school are used to stimulate learning in writing and to value the standard of work achieved. In Key Stage 1, good quality book reviews of 'The Rainbow Fish' linked English to art, and pupils write about special books. Thoughtful poetry is displayed in which pupils imagine, 'If the world was grey' and lower junior pupils display poems in the hall related to the colour and texture of leaves.
100. Literacy is used effectively across the curriculum where writing and research skills are developed through topics. These include an introduction to research in Year 1 when non-fiction books are introduced through a 'Mini-beast Encyclopaedia'. In Year 4, pupils use the 'Iron Man' and identify places within the story for map making. A science investigation in Year 6 encourages well presented, concise, factual writing in response to 'What sort of environment mealworms prefer?'
101. Pupils' attitudes to English are good in both key stages. They are attentive, eager to participate and are interested in the contributions of both teacher and other pupils. They are confident and work well, whether individually or with others, and relationships and behaviour are good. In the unsatisfactory lesson observed, a lack of a sufficiently brisk pace led to several pupils becoming bored and inattentive, and consequently, calling out inappropriately.
102. The quality of teaching is good in Key Stage 1. Teachers are enthusiastic and all literacy lessons seen in Key Stage 1 were good or better. In Key Stage 2, although half of the lessons were good, one of the lessons observed was unsatisfactory and, as a result, teaching is satisfactory, overall. In the best lessons, teachers plan well for pupils of all abilities, so that all succeed. Tasks are challenging but realistic and are explained clearly. There is generally a brisk pace, teachers are relaxed, humour is used well and lessons are enjoyable. In these lessons, questions are used very effectively to stimulate and extend learning. Learning points are reinforced and assessment is used to inform planning. Classroom assistants are fully involved in lessons and give good quality support. The unsatisfactory teaching was a result of weak class behaviour management.
103. The co-ordinator has been in post for one year. However, as yet she has not effectively used the analysis of test results to ensure that all aspects of English are taught effectively. Whole-school planning is appropriate, with the exception of opportunities for extended writing in Key Stage 2. The school sets targets in English for each year group, and classes identify targets for individuals and groups. The co-ordinator is not monitoring how effectively English is taught, and there is no up-to-date portfolio with samples of pupils' work that are matched to National Curriculum levels of attainment to support teacher assessment.
104. Resources are satisfactory. A concern of the previous inspection, 'that there are not enough reference books and the range of fiction books is too limited' has been addressed. As a result, access to a satisfactory range of good quality fiction for pupils is much improved. Although the number of books in the library is adequate, many of the non-fiction books are dated.

MATHEMATICS

105. The results of the 1999 national assessments at the end of Key Stage 1 indicate that

attainment was well above national averages and very high compared to those schools with an intake of pupils from similar backgrounds. This has resulted from a strong focus on mathematical skills in Key Stage 1. The results of the 1999 national assessments at the end of Key Stage 2 are well above the national averages and well above those schools with similar characteristics.

106. Inspection judgements are that attainment in mathematics is well above the national average at the end of both key stages. This is a significant improvement since the last inspection.
107. By the end of Key Stage 1, pupils have a very good understanding of number work. They have already developed many strategies to calculate mentally and have a quick recall of simple addition and subtraction facts. Pupils with average and high attainment have a good understanding of place value to 100 and use this to add and subtract competently. They are beginning to understand how multiplication tables are formed from repeated addition. Those with low attainment can count, read and write numbers to at least 100. All pupils have a secure knowledge of basic two and three-dimensional shapes. They have a sound foundation in data handling. Pupils investigate confidently and respond well to open-ended tasks, such as, 'How many ways can you make 20p from coins?' and 'Which is the fewest numbers of coins you can use?'
108. By the end of Key Stage 2, all pupils have a very good understanding of the number skills they use. Pupils with all levels of attainment have a broad and secure base in all aspects of number and have well-developed strategies to perform calculations mentally. They have a very good grasp of formal written methods of calculation. High attaining pupils understand complex problems relating to ratio and proportion, they can explain conclusions demonstrated by graphs and have a good understanding of space and shape. Those with lower attainment have a sound understanding of multiplication tables and understand how to multiply or divide whole numbers by ten or 100. Standards in data handling are well above average. Pupils with all levels of attainment are confident using mathematics to solve problems and respond well to challenges to investigate for themselves.
109. Pupils use their numeracy skills consistently to support other subjects throughout both key stages. For example, in Year 1 pupils were asked to order and sequence within a physical education lesson. In Year 4, pupils were encouraged to use symbols, grids and co-ordinates within a geography lesson. Good tabulation skills are used throughout the school in many subjects. Opportunities are taken to develop an understanding of scale and proportion in geography throughout both key stages. In Year 6, pupils convert the numbers in a table showing results of an experiment to percentages to enable them to make comparisons.
110. Pupils with all levels of attainment in both key stages make satisfactory progress overall in all aspects of mathematics. Progress with pupils of special educational needs is good and sometimes very good when additional support is available. This is due to carefully differentiated work, which is matched to the pupils' needs and continuous assessment of attainment. There is no significant difference between the attainment of boys and girls. The school ensures equality of opportunity for all pupils in the provision of mathematics.
111. Attitudes to mathematics are good. Pupils enjoy the challenges set by teachers to complete an activity in a given time. They reflect the enthusiasm of the teachers in

their attitudes to the subject and this directly affects progress. However, the quality of written work and presentation is inconsistent. Pupils move from one activity to another quickly and sensibly in lessons.

112. The quality of teaching is good in both key stages and this has a significant impact upon learning. High expectations together with well-implemented classroom routines are successful features of teaching across the school. Most teachers plan well for the different levels of attainment in their classes and know what they expect pupils to understand and be able to do by the end of the lesson. Where teaching is best, there is a balance of whole-class mental activities, a clear introduction to the main teaching tasks and a plenary that enables pupils to show the progress they have made or sum up important points. For example, in a Year 6 plenary pupils were encouraged to talk about the methods they had used while other pupils listened and offered suggestions and alternatives. Good questioning techniques are used to ensure the involvement of all pupils. For example, in Year 3 the teacher asked, 'Can someone from the green group give me an explanation?' Pupils have opportunities to discuss and suggest ideas with another pupil and they are given time to explain their strategies in order to build their confidence. In Year 6, pupils were openly encouraged to share and comment upon each other's findings before reporting to the teacher. Teachers allow pupils to demonstrate in front of the class. In Year 3 a pupil was able to verbalise the strategy and then demonstrate which three numbers make nine. Throughout the school correct mathematical vocabulary is used consistently. Marking is inconsistent. Where it is good it supports pupils' learning and promotes pupils' self esteem. At times, there is an over reliance upon worksheets. Teachers' comments to parents in relation to homework are helpful and at best they encourage a partnership in learning. For example, in Year 1 there is good clear advice to parents. 'We have been learning to make sensible estimates of groups of objects (up to and about 20 to 30 things) please practice at home by showing your child, e.g. A handful of lego bricks or dried peas or pencils.' Practical resources are used well to help pupils make progress and many teachers put much time and effort into making their own good quality materials.
113. The subject is very well led. A scheme of work is in place that indicates clearly the skills expected in each year. This is matched to the guidance provided in the National Numeracy Strategy, which has been well implemented within the school. The subject leader monitors weekly work plans, provides some specialist teaching in terms of a maths club, analyses all assessment information and she sets and reviews targets for each class. She monitors teaching in all classes and comments to each teacher in terms of strategies for improvement. However, the subject leader does not monitor individual teachers' assessment files. Classes have a good selection of basic resources to support pupils' learning and the school is in the process of reviewing and supplementing its resources to meet the demands of the National Numeracy Strategy.

SCIENCE

114. In the national assessments in 1999, pupils' attainment at the end of Key Stage 2 was well above both the national average and the average of schools with pupils from similar backgrounds. Teachers' assessments of pupils at the end of Key Stage 1 in 1999 indicate that attainment is very high and compares with schools in the top five per cent in the country.

115. These results demonstrate substantial improvement since the last inspection when standards in science were satisfactory. In particular, the last report identified the need to address the needs of the higher attaining pupils. This has been done and, in the national assessments in 1999, the percentage of pupils at the end of Key Stage 2 attaining the higher, Level 5 was above both the national average and the average of similar schools. Inspection judgements found that the percentage of pupils attaining national expectations is above the national average. Pupils make good progress throughout the school, including those with special educational needs and English as an additional language.
116. Activities are linked effectively to cross-curricular topics. Younger pupils in Key Stage 1 thought about the needs of living creatures in a topic on 'Pets'. They know that living creatures feed, breathe, move, grow, use their senses and have parents. They know that energy comes from food and understand the need for a balanced diet. They learn that animals need rest, sleep and exercise. Pupils begin to learn the principles of a fair test through investigations. For example, they wrap hot water bottles in different materials to test which one is best for maintaining heat. Older pupils in Key Stage 1 investigate the types of material used in building a house. They study light and learn correct scientific terms, such as transparent, translucent and opaque. In one interesting lesson observed, pupils tested whether rice, sugar, oil and coffee would dissolve in water. Higher attaining pupils made predictions before carrying out the test. They describe and record their observations using a table of results.
117. In Key Stage 2, pupils develop their understanding through a range of interesting topics. They study teeth and the types of food necessary for a balanced diet. They consider how plants reproduce and are familiar with the principle of photosynthesis. They increase their knowledge of correct scientific terms and, in a topic on mini-beasts, learn the terms molluscs, annelids, arachnids, insects and crustaceans. Pupils in Year 3 use a 'newton meter' in an investigation into gravity and older pupils continue to measure forces in 'newtons'. They continue to carry out investigations and experiments and they make periscopes and kaleidoscopes in a study of light. They improve their ability to carry out a fair test without assistance and one class investigated the quickest way to dissolve jelly in order to make a jelly in the shortest possible time. Each group took a different variable, such as size of the jelly or the rigour of the stirring, and changed only this variable in order to maintain a fair test.
118. Numeracy is integrated well into science. For example, pupils in Year 6 carried out an investigation into the preferred habitats of mealworms. In order to maintain a fair test, each experiment involved only one variable, such as light/dark or wet/dry. When constructing the table of their results, they converted the number of mealworms to percentages so that comparisons would be clearer.
119. Pupils' attitudes are good and often very good. They listen carefully to explanations and instructions and, as in the experiments into dissolving referred to above, they are very clear about what they are expected to do. They settle quickly to their tasks, maintain concentration and work well with each other collaboratively. For example, they share equipment sensibly and are very mature in the way they share ideas and discuss their experiments. Most pupils take great care in presenting the results of their work, although some pupils' work is a little hurried and they do not always use a ruler to draw their tables and underline titles. Behaviour is consistently good.
120. The quality of teaching is good at both key stages. Planning for lessons is good and

includes a variety of activities that ensure a brisk pace and accommodates the learning needs of pupils with different abilities. For example, in testing how different substances dissolve in water, pupils were given different sheets to record their findings with the more able pupils required to predict what would happen and evaluate their predictions after the experiment. Teachers have a secure knowledge and understanding of the science they are teaching, which was a key issue in the last inspection report. This enables them to engage in effective questioning of pupils that extends their understanding. For example, when pupils were dissolving coffee, the teacher asked, "Is the water cold?" The pupils replied that it was warm. The teacher then asked, "Why do you think we are using warm water?" Good relationships are maintained in all classes observed and this ensures the good behaviour of pupils in a friendly manner.

121. The co-ordinator is leading the subject effectively. The key issue of the last report to improve teachers' knowledge of the subject has been fully addressed. Good guidance has been provided for teachers in the policy and scheme of work.

ART

122. During the inspection lessons were observed in both classes at Key Stage 1 but only one of the four classes in Key Stage 2. It is not possible, therefore, to make a reliable judgement about the quality of teaching in Key Stage 2. However, the pupils' previous work was examined and this, together with a scrutiny of the planning, shows that attainment is above the standard normally found among pupils of a similar age at both key stages.
123. The previous inspection found that the school achieved at least satisfactory standards in both key stages and pupils made sound progress. In order to raise standards further a key issue for action was to raise teachers' subject knowledge in art. This has improved and the school is now achieving good standards in art. The one exception to this is in the development of drawing skills in Key Stage 2, of which little evidence was seen in this inspection. There is a good scheme of work, which is thorough, clear and has raised teachers' confidence. There are several links between art and design and technology. The scheme of work is being implemented conscientiously across the school, ably led by a new, enthusiastic art co-ordinator. Monitoring of the subject is developing through planning meetings when this is discussed for the half term. Standards are shared through high quality central displays, which show breadth, balance and a range of work.
124. At both key stages pupils work with a range of media and study the work of different artists and crafts people. An annual 'arts week' was held related to the theme of Africa last summer. Visiting artists and a musician introduced a range of artefacts and provided a stimulus for extending art through cultural links. Pupils talk about this experience with enthusiasm and a central display shows detailed observational drawings of a beaded necklace, a selection of masks and 'dreamcatcher' type sculptures.
125. Year 4 pupils design and make fabric prints from which fine detail is picked out most effectively and sewn with thread. In Year 5 hot and cold colours are explored and mixed to create attractive designs. Pupils begin to understand a little of the style, work and intentions of artists and methods they employ. Their own attempts at working in a similar way were less successful, but all were willing to have a go and were particularly interested in Rousseau. A visit to the British Museum supported a study of Egyptian artefacts and style in art. Following this very effective 'death' masks were made and painted, they make a very impressive display. Year 6 pupils successfully experience screen-printing and describe the process with enthusiasm.
126. Teaching at Key Stage 1 is good and sometimes very good. Good cross-curricular links exist and art supports other subjects. In Year 1 pupils develop collage work well, related to literacy and language development in supporting book reviews with illustrations using a variety of paper. They develop this further by exploring different fabrics and textures when designing and making imaginary creatures. In Year 2 high quality work is developed which links to the study of materials, houses and homes. Teachers instigate good discussion regarding designs; they encourage pupils to think about the choice of materials, the scale of their work and to understand the benefits of sketching. Many of these aspects support work in design and technology where

there is considerable overlap, for example in planning and designing. Skilful questioning, appropriate planning and resources support learning well. Skills are reinforced and important thinking skills are being developed in this key stage because of the high quality of the teaching. Pupils of all abilities make good progress, including those with special educational needs and English as an additional language.

127. Pupils' response is good, most pay attention to detail, some modify and change designs to improve their work, such as the shape of windows in Year 2. When sharing work, one boy remarked, 'that's a good idea!' in response to another. Several pupils work collaboratively, choosing to share a task, ideas and resources as in Year 1 when they make imaginary creatures.
128. The school acknowledges the need for staff to attend regular in-service training and has made a commitment to this since the last inspection. The result is having an impact on pupils' learning and is also contributing to raising standards in this subject. The successful introduction of sketchbooks into Key Stage 1 is helping to raise standards further. Resources have improved and are now good.

DESIGN AND TECHNOLOGY

129. Only one lesson was observed in design and technology during the inspection and, therefore, it is not possible to make a reliable judgement about the quality of teaching. However, the pupils' previous work was examined and this, together with a scrutiny of the planning, shows that attainment is higher than the standard normally found among pupils of a similar age. The quality of work seen in design and technology is good, particularly in the way it makes effective cross-curricular links.
130. Standards of attainment during the previous inspection were also found to be higher than the national average. The school is, therefore, maintaining high standards.
131. At Key Stage 1, pupils produce animal masks investigating 'what happened when . . .' and design and make healthy sandwiches linked to a topic on health. They study materials used to build houses and design buildings of their own. They draw and discuss their tasks, evaluating and modifying their designs. Aspects of this work are closely linked to art and science when discussing different materials to be selected and used. In Key Stage 2, they develop their designing and making skills further through both improving designs and some product analysis. They measure accurately and work with a variety of media including textiles and print. Year 3 pupils design and make wheeled vehicles. They select from a range of techniques, tools and materials and start to make judgements about their work. They design boxes as a suitable package for toothpaste. Year 4 pupils assemble and join materials to make shadow puppets effectively. This linked well with a topic on light. By the end of the key stage pupils are generating ideas and understand the need to satisfy conflicting requirements. They are starting to use models and sketches that demonstrate how they work. For example, in Year 6 when pupils make 'moon buggies' they investigate model design, and explain and draw, in sequence, how vehicles move from the battery connection through the motor, pulley and axle to the wheel that makes it work.
132. Pupils clearly enjoy this subject and have good attitudes towards their work. The new co-ordinator is keen to build on the good contribution already made to the work covered in this subject, and is developing useful photographic evidence for a portfolio

of work to support ideas and ensure progression in learning across the school. Visits to both the Horniman and British Museums provide good stimuli for work in both art and design and technology. This supports pupils' understanding of cultural influence and in making appropriate links between these two areas of learning. A strong contribution to this was also made to this during the arts week last summer.

GEOGRAPHY

133. During the inspection, only two geography lessons in Key Stage 2 and none in Key Stage 1 were observed and, therefore, it is not possible to make a judgement about the quality of teaching in Key Stage 1. Judgements about standards are based on the scrutiny of pupils' work, planning documents and discussions with teachers and pupils. Standards in geography are good compared to those usually found with pupils of this age and progress is satisfactory throughout the school.
134. In Key Stage 1 there is an emphasis on discovering the local environment and developing geographical skills and vocabulary. Pupils in Year 2 speak knowledgeably about where water can be found in school and the local environment. By the end of Key Stage 1, pupils understand the features that give an area its character. By the end of Key Stage 2 pupils have a good understanding of aspects of physical geography such as weathering and erosion. They draw on more sophisticated vocabulary and skills to study Kenya and to identify similarities and differences with their own environment. Their ability to use prior subject learning to answer questions and solve problems is a strength. An integrated topic approach has assisted in promoting basic skills within the subject. They use numeracy skills well, for example, when working with grids and co-ordinates. Literacy skills are used satisfactorily, for example in linking the story of 'The Iron Man' with map work. The end of year school journey for Year 6 provides a range of opportunities for geographical enquiry and the promotion of literacy and numeracy skills. Pupils with special educational needs make good progress with support.
135. Most pupils are interested in the subject and collaborate and co-operate with each other when working on topics. Pupils evaluate their work and offer suggestions for improvement. For example, in one lesson pupils were able to suggest the use of co-ordinates to assist in locating places on their maps.
136. The quality of teaching observed in Key Stage 2 is good. Lessons have learning objectives that are clearly understood by the pupils. Intervention strategies are used to reinforce and promote learning. For example, when focusing on grids and co-ordinates a teacher brought the class together, reinforced prior learning and then introduced new concepts in small measured steps in order to assist the pupils in their learning. Teachers have high expectations that they communicate to pupils. Classroom organisation is good and teachers use questioning skills well to encourage pupils to clarify their understanding. In a less successful lesson, there was a greater dependence upon reference books rather than pupils being able to see for themselves rocks that had been subjected to weathering and erosion.
137. The use of the local environment and a wide range of resources within school strengthen teaching and learning. This contributes well to pupils' cultural development. The subject leader has addressed teachers' subject knowledge, which was identified during the last inspection by promoting a successful staff development programme where map work has been used as a vehicle to explore the subject. The subject leader collects samples of work to illustrate progression, and uses the Year 6 end of term journey as a source to evaluate important skills in the subject.

HISTORY

138. Standards are above those usually seen for pupils of this age in both key stages, and pupils make sound progress across the school. High standards have been maintained since the last inspection.
139. History is imaginatively linked to other areas of the curriculum and this enables pupils to develop their understanding of history and how things change over time effectively. For example, in considering 'people who help us' younger pupils look at fire engines and ambulances from the present and the past and think about how they have changed. Links with literacy are good and through the story of 'Dick Whittington' they look closely at a picture of the time and look for differences with today. They identify the horse and cart as transport, clothing and people throwing water out of windows as examples of how things have changed. During the inspection, older pupils in Key Stage 1 were joined by a visitor from Bromley Museum who talked to them about a collection of Victorian artefacts and this helped to bring the subject alive in a very well organised lesson. They thought about how laundry was done in the days before electricity and washing machines. The use of the artefacts to encourage pupils to look for clues and make hypotheses was very stimulating and pupils developed their understanding of primary and secondary sources of historical information.
140. In Key Stage 2, pupils develop an awareness of chronology through studying a variety of periods from the past. Each classroom makes good use of a timeline to demonstrate visually the chronological periods of history that they study. Pupils become familiar with periods such as ancient Egypt, the Roman invasion of Britain, the Tudors and the Victorians. They consider significant changes in these periods and how these changes affected people's lives. For example, they investigate the lives of the urban poor during the 19th century and reflect on the differing impact of the coming of the railways for different groups of people, considering those who benefit and those who suffer. In a lesson on the Romans, pupils were encouraged to ask why the Romans invaded Britain and to consider the reasons why they should want to do so, such as the mineral wealth of Britain and its potential for gathering slaves.
141. Pupils' attitudes are good. The stimulating lessons provided ensure their enthusiasm and they respond with a good deal of interest. They listen carefully and are keen to respond with their own contributions and suggestions. This was most apparent in the lesson on laundry for the Victorians. They treated the artefacts with care, handling them sensibly and making positive contributions to the suggestions of other pupils. Behaviour is consistently good.
142. The quality of teaching is good in both key stages and sometimes very good. Lessons are very well planned with stimulating resources that hold pupils' attention. Expectations are high and teachers have clear objectives for the lessons, which enable them to extend pupils' understanding through the use of effective questioning. Good relationships have been established in classes and this enables teachers to manage pupils effectively and maintain high standards of behaviour. Pupils' work in all lessons observed was carefully matched to the needs and abilities of different groups of pupils, which ensured that all pupils made sound progress.
143. The subject is effectively led by a capable and knowledgeable co-ordinator. A good policy and scheme of work have been developed and the school has a sound supply of resources that is supplemented as necessary with resources from the local

museum. Visits, such as to the British Museum to study sarcophagos and mummification rituals of ancient Egypt, are well used to stimulate pupils' interest.

INFORMATION TECHNOLOGY

144. No direct teaching of information technology took place during the inspection and there was little use of computers in many classes. It is, therefore, not possible to make a judgement of the quality of teaching for information technology. However, from a scrutiny of pupils' work and through talking and working with pupils' at a computer, standards meet national expectations in Key Stage 1, but are below national expectations in Key Stage 2.
145. In Key Stage 1, pupils have some familiarity with a word processor. They load and save their text and move the cursor around the screen to make changes. There are many examples of the use of a drawing program to create artwork on the computer. For example, they have created and printed colourful illustrations of how they think Joseph's coat of many colours may have looked. They use a simple database to make a printed booklet entitled 'All About Me', and they use various programs that model real and imaginary worlds. All pupils have the opportunity to use a programmable toy that develops their understanding of control technology.
146. In Key Stage 2, pupils use more complex word processors. They search for and load required files, and demonstrate suitable skill in amending text. Older pupils combine both text and pictures in their work, which they print and display. Some pupils were observed investigating a CD-Rom as part of their work on the Romans. However, they have very little experience of creating or interrogating a database and are unsure of how to sort, search or create graphs using a database. The school does not have the appropriate equipment to allow pupils to monitor external events, such as temperature, and they have little experience of control technology.
147. Pupils are enthusiastic about using information technology and they demonstrate their skills confidently. They use computers sensibly and work together co-operatively.
148. The school is aware of the limitations of both equipment and curriculum provision for developing competency in information technology. A suitable number of modern computers have been ordered and the development of the subject is a priority in the school development plan. A co-ordinator, who is new to the school, has been appointed and a detailed action plan for the development of the subject has been written. However, at the time of the inspection, the requirements of the National Curriculum are not being fully met.

MUSIC

149. Standards in music throughout the school are in line with those found among pupils of a similar age.
150. The key issue for action relating to music was to improve the teachers' subject knowledge. This is being addressed, partly by successfully using a music specialist for some of the teaching and, as a result, teachers' subject knowledge and confidence in teaching music are improving. Lessons observed show good follow up work to lessons with the music specialist and this is having a positive impact on

pupils' learning through the efforts of teachers in planning lessons meticulously. This is consolidating understanding and building confidence in what has gone before.

151. By the end of Key Stage 1, pupils sing in unison with enthusiasm. They clap and play the rhythm of simple animal words, such as 'lion', 'elephant' as well as their own names. In Year 1, pupils confidently select instruments to accompany key parts of a song. They are learning the correct names of these instruments and can associate them with words in the songs they accompany.
152. By the time pupils leave the school at the end of Year 6, they sing with good pitch, expression and sense of rhythm. They are beginning to read music, learning notation and are developing confidence. They further develop their understanding of pulse, rhythm and beat through performing and composing group pieces. For example, in Year 6 they produce layers of sound in groups of four each playing in sequence different patterns of sound. This was impressive and demonstrated increasing controlled phrases. Music makes an effective contribution to the pupils' social development.
153. The quality of the teaching observed was good in both key stages. The key issue of the last inspection report has been addressed, by successfully using a music specialist for some of the teaching and a commitment from staff to follow up his input to the class. The class teacher observes during these lessons and this is raising teachers' subject knowledge.
154. The part-time specialist teacher makes a good, and often very good, contribution to the quality of learning. Most pupils arrive for their lessons keenly anticipating what is to follow. They are enthusiastic and generally listen sensitively and appreciatively to the contributions of others. Resources, which have been enhanced since the previous inspection are at least satisfactory, and there are sufficient percussion instruments to allow all pupils the opportunity to play together even in large classes.

PHYSICAL EDUCATION

155. In both key stages, standards are good compared with those usually found with pupils of this age and progress is satisfactory.
156. By the end of Key Stage 1 pupils are aware of the need to dress appropriately and listen carefully to instructions. They learn the effect of exercise on the body and know of the need to warm up before strenuous activity. They develop confidence in moving on large apparatus and think of new ways of negotiating it. They send and receive beanbags with increasing accuracy and observe, refine and improve their techniques. By the end of Key Stage 2 pupils learn to use their bodies to communicate ideas in dance. They reflect the mood of music and develop dance sequences by varying shape, speed, size and direction. Gymnastics skills are well developed. For example, Year 4 pupils create and refine movement sequences to include balances and jumps. Swimming normally takes place during the summer term. However, swimming records do not determine the number of pupils that meet the national expectation to swim 25 metres at the end of Key Stage 2.
157. Pupils enjoy lessons. All pupils change quickly and move with orderly haste to start the lesson. They form various groupings sensibly and co-operate well. For example, in a games lesson pupils readily supported each other in team situations. They are

encouraged to analyse their performance and discuss how it might be improved. For example in one lesson, pupils worked in pairs, assessing each other's gymnastic performance to ensure the correct elements of balance and jumps were present and then suggested ways of improving their performance. Pupils listen to instructions carefully and willingly take part in all aspects of lessons. All pupils have equality of access to all opportunities and pupils with special educational needs make good progress.

158. The quality of teaching in the lessons observed in both key stages was good. Teachers' subject knowledge has improved since the last inspection and they communicate high expectations to the pupils. All teachers set a good example by wearing appropriate clothing. Teachers approach lessons as a shared experience, participating in dance and demonstrating techniques. For example, a teacher demonstrated a range of stretching movements during a warm-up session. Good use is made of warm-up activities and pupils are encouraged to participate in a session of stretching and aerobic movements and to talk about the effect the movements have upon their bodies. The best lessons include a sequence of relaxation exercises at the end of the lesson. Good practice is identified and used for effective class demonstrations and discussions. In most lessons, activities and key vocabulary are linked with pupils' understanding of healthy lifestyles. Some teachers use praise well to encourage pupils to improve upon their achievements. For example, in a Key Stage 1 gymnastics lesson a pupil was told, 'That's a good way of jumping, now next time you do it why don't you try to do it with both feet together?' In all lessons, teachers display good control providing a safe and secure environment for learning.
159. The subject leader has addressed the issue of teacher subject knowledge, which was identified in the last inspection report. This has led to an improvement in teachers' understanding of physical education, however assessment opportunities are underdeveloped. The school is well resourced having a range of large and small apparatus that has recently been complimented by resources obtained through the Top Play and Top Sport initiatives. The school gives high priority to sport and works closely with parents and the community in providing a range of opportunities for pupils, such as football, netball, cricket, dance and swimming.

RELIGIOUS EDUCATION

160. Standards of attainment in religious education meet the expectations of the locally agreed syllabus at the end of both key stages.
161. By the end of Key Stage 1 pupils complete a range of topics such as stories from the Old Testament, Buddhism and stories Jesus told. They learn the significance of the Bible and a class display promotes the Bible as a special book and is surrounded by books the pupils think are special to them. Festivals such as Christmas, Easter and Harvest are used to stimulate learning. Bible stories are used to promote cross-curricular learning. For example, Year 2 pupils produced work relating to the story of Joseph and were able to integrate the theme into design and technology and information technology. By the end of Key Stage 2, pupils have continued their knowledge and understanding of the Christian faith and added the study of the Jewish faith, Islam and Hinduism to their knowledge and understanding of other world faiths. Year 4 pupils studied the Torah and then produced their own 'torahs' containing millennium promises. Year 5 pupils study and analyse the lives of famous Christian people such as Mother Teresa.

162. Progress is satisfactory at both key stages, and for pupils with special educational needs progress is good with support. Progress in understanding is supported well by teachers' questioning skills and there are opportunities for pupils to discuss and debate feelings and issues. For example in a 'circle time' session, pupils were sympathetically encouraged to share experiences of when they felt lonely and discuss ways of overcoming loneliness. A good range of well-used artefacts and pictures also make a significant contribution to pupils' understanding of symbolism. The well-planned scheme of work ensures that pupils build effectively on knowledge and understanding as they move through the school.
163. Most pupils respond well in lessons and they join in discussions with enthusiasm. Pupils are not afraid to share their ideas and discuss feelings. Most pupils use speaking and listening skills well in the subject. Written work and artwork are also of good quality in some topics. Pupils learn and demonstrate respect for religious belief and how it affects people's lives. This contributes to their understanding of life in a culturally diverse society.
164. No teaching was observed at Key Stage 1. In Key Stage 2 teaching was satisfactory overall, although one lesson was unsatisfactory. Where teaching was good, high expectations were evident. For example, Year 4 pupils were told their personal 'torahs' were going to be special and precious and therefore writing to be included in them must be of a good quality. Dialogue between pupils and teachers gave opportunities for pupils to express themselves and encouraged the development of listening skills. Teachers intervened sympathetically to support pupils who were shy or who displayed little confidence. Where teaching was unsatisfactory, pupils were not sufficiently allowed to express own ideas, a limited range of questioning strategies was used and class control was poor. The school uses the local clergy and churches as well as planned visits to such places as Bromley Synagogue.
165. The school has made a good response to the locally agreed syllabus and the subject is well led and co-ordinated by an enthusiastic teacher. The subject leader has detailed plans for the development of the subject such as developing portfolios, building up a bank of videos and cataloguing all resources. Assessment is based around key areas in the scheme of work for each year group. Resources are good. The subject makes a significant contribution to pupils' personal and spiritual, moral, social and cultural development.