

INSPECTION REPORT

PARKWAY PRIMARY SCHOOL

Erith, Kent

LEA area: Bexley

Unique reference number: 101437

Headteacher: Mrs L C Lanham

Reporting inspector: Mr D P Cosway
2734

Dates of inspection: 19 – 22 June 2000

Inspection number: 191789

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Alsike Road
Erith
Kent

Postcode: DA18 4DP

Telephone number: 0208 310 0176

Fax number: 0208 311 9799

Appropriate authority: The governing body

Name of chair of governors: J Mankerty OBE

Date of previous inspection: 27 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Cosway	Registered inspector	Art	What sort of school is it?
			What should the school do to improve further?
		Information technology	How high are standards? a) the school's results and achievements
			How well are pupils taught?
			How well the school is led and managed?
David Ashby	Lay inspector	Equal opportunities	How high are standards? b) 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?
Mo Ashby	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Physical education	Pupils' spiritual, moral, social and cultural development
		Religious education	
		Under fives	
David Hutchinson	Team inspector	English	
		History	
		Music	
		English as an additional language	
Pat Lowe	Team inspector	Science	
		Design and technology	
		Geography	
		Special educational needs	

The inspection contractor was:

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

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an infant and junior school, with an attached nursery, educating boys and girls from the age of 3 to 11. It is average in size for a primary school, with 252 on roll, of whom 49 are in the nursery, on a part-time basis. Pupils are drawn mainly from the immediate area, where there is a very high proportion of local authority and rented housing. Almost three quarters of the pupils are white. The school has the advantage of drawing children from a rich ethnic background. Almost a fifth of pupils are from Chinese families. For 20 per cent of pupils, English is an additional language, which is high compared with schools nationally. The proportion of pupils eligible for free school meals, almost 60 per cent, is well above the national average. The proportion identified as having special educational needs is rising. It is now just over 66 per cent and is well above average. There are four pupils with statements of special educational need. This is above the national average. The attainment of pupils on entry is well below average.

HOW GOOD THE SCHOOL IS

This is an improving school giving good value for money. It has, over the last three years, provided a particularly good level of education for pupils of between three and seven years of age. This has enabled them to make very good progress in their learning and to attain well in the national tests at the end of Key Stage 1. There is now an increased focus on the needs of pupils aged between seven and eleven. This is beginning to raise their levels of attainment also. At the end of Key Stage 2, attainment has been well below national averages overall, but generally above that in similar schools, in English, mathematics and science. There is much good teaching; the school is led well and it gives good value for money. Teachers work hard and effectively to provide a good learning environment. Pupils are taught to behave very well and to have very positive attitudes to learning. They treat everyone with care and respect and are cared for and respected by their teachers in return. For many of these pupils, a high percentage of whom have special educational needs, the school provides a rich and stimulating place in which to learn and a calm and caring community, in which they can be heard and their opinions valued.

What the school does well

- Progress in Key Stage 1 is very good and pupils attain above average standards in national tests, overall.
- Throughout the school, pupils develop very positive attitudes and most work hard, realising the importance of study. Their behaviour is very good, overall.
- Relationships and pupils' personal development are very good, as are their moral and social development.
- Teaching is good overall across the school, with much very good and excellent teaching, and teachers plan and prepare their lessons well.
- The leadership and management of the school are good.
- There is very good provision for pupils with special educational needs and for pupils for whom English is an additional language.

What could be improved

- Pupils' levels of literacy are low on entry and, although they make good progress, literacy problems still affect their abilities to express themselves well.
- Levels of numeracy and attainment in mathematics are low at the end of Key Stage 2, although above those in similar schools.
- The school has now realised the importance of using assessment information to track the progress of pupils and set targets in order to raise attainment in Key Stage 2, but is not yet doing so effectively.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's last full inspection was in June 1997. At that time, it was judged to be a good school, which provided well for pupils with special educational needs and gave good value for money. Since then, the school has made sound progress. There were weaknesses. These included the absence of schemes of work; the lack of assessment information; the need for pupils to learn to take more responsibility for their work and a lack of resources in the school. All of these have been addressed successfully. All subjects have schemes of work and assessment information is kept and recorded

well, especially in the core subjects. Resources are satisfactory overall and good for information technology. Pupils are given independent tasks and Year 6 pupils undertake individual research projects. Much of this improvement is the result of the effective monitoring of work by the headteacher, deputy head and the two other senior managers and the guidance they give the rest of the staff.

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
Key Stage 2 tests	E	E	E	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

In 1999, attainment at the end of Key Stage 2 was well below average compared with the average nationally in English and mathematics and below average in science. Mathematics and science were above average compared with the performance of schools with similar pupils and English was average. In the Key Stage 1 national tests, performance in writing and mathematics was above the national average: in reading it was in line with the average nationally. Pupils performed very well compared with pupils in similar schools. Their attainment in reading and mathematics was well above average and their writing was even better compared with that in similar schools, in the top five per cent of schools with a similar intake of pupils.

The inspection team found that attainment at the end of Key Stage 2 reflects that indicated by last year's test results in mathematics, well below the national average, because of the high proportion of pupils with special educational needs and the high turnover of pupils, but the pupils have made satisfactory progress and achieve well for their abilities. Attainment in English and science is close to average, because of excellent teaching and the impact of the literacy hour in Year 6. The pupils have made good progress since the end of Key Stage 1, when their test results were not as high as those in Year 2 in 1999. In some other subjects, attainment is in line with national expectations. These include information technology and religious education.

The school has set itself targets for the year 2000 of 59 per cent of pupils attaining level 4 or above in English and 56 per cent in mathematics at the end of Key Stage 2. These are realistic targets and provisional results indicate that the school has significantly exceeded them in English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils enjoy school and work hard.
Behaviour, in and out of classrooms	Very good: behaviour is very good both in lessons and around the school.
Personal development and relationships	Very good: they relate very well to each other and to adults and accept responsibility very well. They work well together and treat everyone with equal respect and courtesy.
Attendance	Below average, partly because of pupils remaining on the register although they have moved away.

The positive attitudes to work and school that the school engenders in all pupils are a strong contributory factor in its success. Pupils value the school and what it has to offer them. They want to succeed to please their teachers, because they like and respect them. The pupils are given opportunities to take responsibility, older pupils acting as counsellors for the younger ones, for example. They respond to this well. In the caring atmosphere of this school, pupils learn to be considerate of other people's feelings and to respect adults and one another.

The low levels of attendance of a number of pupils cause interruptions to their learning and slow their progress. The school works hard to try to convince the families involved of the importance of regular attendance, but parents do not always respond.

TEACHING AND LEARNING

Teaching of pupils:	aged 3 to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very good	Good

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

Teaching in English, mathematics and science is good at both key stages.

There are many strengths in teaching. Just over 45 per cent of teaching is very good or excellent. There is hardly any unsatisfactory teaching. There is some excellent teaching of pupils with special educational needs and much very good and excellent teaching of pupils in Year 2 and Year 6. An important strength in the teaching is the quality of relationships that teachers foster in their classes, so that pupils are very well behaved and work hard to please them. The planning for lessons builds on and reinforces what pupils have already learnt, so that they know what to do and are able to succeed. Discipline is good in all lessons, so that no time is wasted and pupils listen, learn and work hard. Most teachers have high expectations of their pupils. Literacy and numeracy are taught well and the teaching meets the needs of all pupils. Overall, the quality of teaching is a strength of the school and learning skills are developed well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory for the under fives and Key Stage 2 pupils, good at Key Stage 1. It is a broad and balanced curriculum that provides the pupils with a satisfactory range of learning experiences.
Provision for pupils with special educational needs and for pupils for whom English as an additional language	Very good: the provision for these pupils is very effective and it is managed very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: there is very good provision for social and moral development. There is little planned provision for spiritual development, but it is satisfactory overall. The provision for cultural development is good.
How well the school cares for its pupils	The school cares for its pupils very well. The monitoring of their academic performance and personal development is satisfactory overall.

The school tries hard to establish a good working relationship with parents, but is not successful with all families. The information it provides for parents is good. The curriculum is generally broad, balanced and appropriate, but there is a very restricted range of after-school clubs. Educational visits are used well to enrich the work done in class. The school cares very well for its pupils overall. The procedures for monitoring attendance are very good. There is no oppressive behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: effective leadership from the headteacher, deputy headteacher and senior managers provides clear direction for the work of the school. The school is managed well and because of this is making satisfactory improvement.
How well the governors fulfil their responsibilities	Satisfactory: the governors are supportive of the school and give of their time willingly to help the school and be involved in its work. They fulfil their responsibilities adequately and have a good knowledge of the school's strengths and weaknesses.
The school's evaluation of its performance	Satisfactory overall: teaching is monitored well. The school is analysing its assessment and test data to monitor its performance and set targets for pupils and teachers. It is in a good position now to use this data to refine and improve the curriculum and the way it is taught to raise standards further.
The strategic use of resources	Good: teachers are appropriately qualified and they are supported well by classroom assistants. The indoor accommodation is good, although the playground surface is poor. There are sufficient learning resources and they are used effectively.

The headteacher, deputy and senior managers have set a clear direction for the work of the school and are promoting high expectations of what the pupils can attain in terms of examination results and their personal development. They have the full support of the governing body and the staff. Not all subjects have co-ordinators in place to support teachers in their work. The school successfully seeks best value in the use and deployment of all its resources and in the use of its budget. It provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The large majority of parents who responded think that:</p> <ul style="list-style-type: none"> • their children are making good progress; • behaviour is good in school and so is teaching; • the school expects its pupils to work hard and is developing responsible attitudes in them; • they would be comfortable approaching the school with any questions or problems they may have. 	<p>Of the parents who responded:</p> <ul style="list-style-type: none"> • 39 per cent do not think that the school provides an interesting range of activities outside of lessons; • 18 per cent of parents are concerned about the amount of homework that is set; • 24 per cent do not believe that the school is led and managed well.

Generally, parents are pleased with the school, but some have concerns. The inspectors agree with the positive points made by parents, finding that pupils make satisfactory and, in Key Stage 1, very good progress, behave well and develop a sense of responsibility. Their positive attitudes to school and good behaviour are positive influences, helping them to attain well and benefit from the good teaching. Of things parents would like to see improved, the inspection found that the homework provision is satisfactory and the school is led and managed well. However, there are relatively few clubs or after-school activities to enhance the curriculum for children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Overall, pupils make satisfactory progress during their time in the school. Their attainment on entry is well below average. The proportion of pupils who have statements of special educational need is well above average. The proportion of pupils who join the school after the reception year is also high. In 1999, nine of the pupils who took the National Curriculum tests out of the 30 in the class joined the school during Key Stage 2. The movement of pupils in and out of the school disrupts learning and progress for many. In the Year 6 class of 1999, for example, 22 pupils joined and left this class during their final four years. Of the nine newcomers still there at the time of the national tests, most were on the register of special educational needs and a quarter were English as an additional language speakers. The pupils who stayed in the school from Year 2 to taking the end of Key Stage 2 tests did reasonably well, the proportion gaining level 4 or above being close to the national average. Despite the good teaching and the progress that pupils make, the final test results for the school are depressed by the literacy problems that many pupils have. Although many, because of very good teaching, reach the lower levels of level 2 for English at the end of the first key stage and therefore appear to be attaining average levels, they find it difficult to raise the standard of their writing from 2C to 2A and so stay at level 2 for much of Key Stage 2.
2. Pupils are now making very good progress in Key Stage 1 and good progress in most Key Stage 2 classes. The very good progress made in Key Stage 1 has been a feature of the school in recent years, but this has not always been true in the second key stage. There is evidence of low expectations in the recent past in some classes, especially in Years 3, 4 and 5, and pupils have been making progress that is only just satisfactory. The school has recognised this. Improved use of assessment information has alerted the senior managers to the problem over the last two academic years. A system of target setting for teachers and pupils has been introduced and this is leading to a greater awareness of the Key Stage 2 teachers' responsibilities to understand the levels that their pupils have reached and how close or far from their targets the pupils are. The teachers have responded positively and are now succeeding in moving them forward in their learning more rapidly than has been the case before. Nevertheless, there is still ground to make up.
3. During their time in the nursery and reception class, pupils make good progress. Because of the high proportion of other pupils who have special educational needs on entry, often because they have very poor language and number skills, attainment on entry is very low overall, although some pupils are average or above. By the time they are five, relatively few pupils have attained the desirable outcomes for learning for their age, and their literacy and numeracy skills are, overall, well below average.

Key Stage 1

4. At Key Stage 1, there has been steady improvement in performance in the National Curriculum tests over the last four years, better than that nationally. Attainment in the national tests for reading, writing and mathematics has risen from below the national average in 1996 to above average, overall, in 1999. Over the past four years, boys have performed better than girls. They have been close to the national average in writing and mathematics and below in reading. Girls have been below the average nationally in reading and writing, but close to it in mathematics. In the 1999 tests, the attainment of boys and girls was above average in writing and mathematics and average in reading. It was well above average compared with that of pupils in similar schools. Over their time in Key Stage 1, pupils make very good progress, raising their levels of attainment from well below average to average and above. An important factor in these results is the excellent and thorough preparation that these pupils receive for their test papers, preparation in examination technique and practice in answering typical questions successfully. To an extent, this very good teaching, allowing them to show themselves in their very best light, makes comparison with Key Stage 2 results difficult, because the more difficult concepts and wider range of possible questions makes such thorough preparation less effective at the end of the second key stage.
5. The findings of the inspection generally support the levels of attainment in the core subjects indicated by last year's end of Key Stage 1 test results. Attainment is close to the national average in English, mathematics and science, overall, with writing above average. In the other

subjects of the curriculum, performance is generally in line with expectations nationally. Pupils attain close to the expected level in art, religious education, information technology, music, physical education, geography and history, although their lack of literacy skills sometimes makes it difficult for them to express their knowledge and understanding in a written form.

Key Stage 2

6. Attainment at the end of Key Stage 2 in the National Curriculum tests has been well below average. Boys have performed slightly better than girls, compared with girls' and boys' attainment nationally. Boys have been, on average, about one and a half terms behind the average level for boys across the country as a whole. Girls have been more than two terms behind girls nationally. Over the last four years, the trend in results has been for them to rise in line with results nationally, but they have been consistently well below national levels. Nevertheless, compared with similar schools, overall attainment was above average in 1999. Pupils' attainment in English was broadly in line with that in similar schools, but their attainment in science and mathematics was above that of similar pupils elsewhere. They have made satisfactory progress since they were at the end of Year 2. Although pupils now at the end of Key Stage 1 attain levels in line with and above the national average in the national tests, this was not the case four years ago. The pupils presently in Year 6 and previous cohorts attained levels well below the national average. The local authority's analysis of progress from Key Stage 1 to Key Stage 2 shows that, last year, pupils at this school made slightly better progress through Key Stage 2 than the average for schools in this part of Bexley.
7. The finding of the inspection is that attainment in English at the end of Key Stage 2 is close to average, a significant achievement for these pupils and a result of their hard work and very good attitudes, as well as the excellent teaching they have received through Year 6. It is best in speaking and listening, where it is slightly above average. Pupils are articulate and can address adults appropriately using standard English. Almost all pupils listen well. Around three quarters are close to the national average in reading and writing and this is confirmed by the provisional results from their Key Stage 2 national tests, in which over 70 per cent gained level 4. Despite the progress they are making in English, their literacy skills are still affecting their performance in science and mathematics. Their knowledge and understanding of science are average when they talk about the science they have done to an adult, but they have problems writing answers to questions in the national tests and so their written work is sometimes below average. In mathematics, despite the successful introduction of the Numeracy Strategy, attainment at the end of the key stage is well below average.
8. In some of the foundation subjects, pupils achieve well and their attainment is close to that expected for pupils of this age. Pupils are achieving the expected standards in information technology and religious education. They are achieving well and attaining satisfactory levels in design and technology, physical education, history and geography. In other subjects - art and music - they achieve less well and attainment is below the expected level.
9. Almost all parents who responded to the questionnaire believe that pupils make good progress at the school and the inspection finds that progress is generally sound overall, although very good in Key Stage 1. Pupils with special educational needs, pupils with English as an additional language and low attaining pupils make good progress because of the skilled, patient teaching they receive. Other pupils make good progress in the core subjects, but in foundation subjects, such as art and physical education, in some classes the high attaining pupils are not set work that is challenging enough to enable them to attain well. The quality of teaching is good in the school and teachers work hard and plan well, but it is very difficult in a school with an enormous range of need for them to cater for everyone in every lesson and the pace of learning is inevitably slowed by the need to include everyone in the learning.
10. In the last report, it was said that attainment was in line with national standards at the end of Key Stage 2 in English and some aspects of mathematics and below average in science. The end of key stage national test results at the end of that reporting year did not support these judgements. Attainment was well below average overall in 1997 in these three subjects and has improved significantly. In the subjects where pupils achieved poorly in the last report, information technology, design and technology and geography, there has been good improvement and standards have risen significantly.
11. Attainment of pupils with special educational needs is below the expected levels set by the National Curriculum. Pupils with special educational needs make good progress when they

receive focused support. They receive excellent support from the special educational needs manager and very good support from the trained learning support assistants. The school successfully uses its baseline assessment data, other assessment data and target setting in individual education plans to set appropriately challenging targets for pupils with special educational needs. Records, pupils' performance across all subjects and their responses in class indicate that progress in their individual education plans and annual reviews is good in both key stages. All pupils with special educational needs make identifiable gains in knowledge, skills and understanding as a result of excellent specialist teaching and focused planning and support. The introduction of the National Literacy and Numeracy Strategies is having a positive impact on the attainment of pupils with special educational needs and those for whom English is an additional language. Pupils' attitudes towards their specialist teachers and learning support assistants and their very good standards of behaviour, when they are receiving focused support, help to promote learning. They show enjoyment, interest and application. They work well both independently and in groups and they maintain concentration.

Pupils' attitudes, values and personal development

12. Since the last inspection pupils have maintained very good attitudes and behaviour. Pupils of all ages and abilities have very good attitudes to school. They are eager to come to school and participate with enthusiasm and enjoy their lessons. They respond well to adults and to each other and have very positive attitudes to learning. Pupils are well motivated and work with enthusiasm. They are very good at co-operating with each other and this results in their valuing each other's work or contribution to the lessons. The majority of pupils sustain very good levels of concentration and can work well individually.
13. Pupils' behaviour in lessons and around the school is very good and has a positive impact on their work and concentration. Pupils respond well to the expectations of teachers, support staff and adults for their behaviour. School rules and conventions are clearly understood by pupils and by parents. The result is a positive climate for learning with no evidence of aggressive or racist behaviour. Misbehaviour is infrequent and when it occurs it is dealt with promptly and effectively. It does not affect learning in lessons. Exclusions occur much less than they did and only one has occurred this year that is significant. The school deals with exclusions appropriately and they are only used where there is no alternative.
14. From an early age, pupils establish very good relationships with staff, with adults and with each other. Pupils of all abilities, including those with special educational needs, are included as part of a well cared for community that copes confidently with their daily work and play. Pupils have some opportunities for personal development and they engage in these with enthusiasm and confidence. A very good example of this is way that the older pupils counsel young pupils in an initiative the school calls the 'Listening Ear'.
15. Attendance has shown a trend below national levels but this has improved to reach only just below. Although it is therefore unsatisfactory, this is partly because of the above average mobility of families. They move, often without giving notice, and this means that pupils that have left are still on the register. A few parents do not ensure that their children are attending school consistently. Most are punctual to school and to lessons, which ensures that lessons start on time. There is a positive improvement in the levels of unauthorised absence.

HOW WELL ARE PUPILS TAUGHT?

16. At the time of the last report, teaching was described as being mostly effective. 87.4 per cent was satisfactory or better. There was unsatisfactory teaching in 12.6 per cent of lessons. Teaching was very good in a relatively small proportion of lessons - eight per cent of the total. The weaker lessons were characterised by a lack of purpose, insufficient challenge and behavioural problems. There has been good improvement in these areas. More effective planning, with clear aims for the lessons, ensures that teaching is purposeful. Class control is good, often very good, across the school, ensuring that a lack of discipline is no longer a problem in any class. The improvements have come about as a result of the effective monitoring of lessons by the headteacher and the deputy. The outcomes of this monitoring have been used to set targets for teachers and to help plan professional development for individuals or the whole staff as appropriate.

17. As a result, there is now very little unsatisfactory teaching in the school. Teaching is satisfactory or better in 98 per cent of lessons. Whereas 40 per cent of teaching was good or better at the time of the last report, the proportion is now just over 88 per cent, with 45 per cent of teaching being very good or excellent. The proportions of good and very good teaching are almost identical across the two key stages. Evidence from the scrutiny of work across the year indicates that the quality of teaching in some Key Stage 2 classes has improved as the year has gone on, as teachers have become increasingly conscious of the expectations of the senior managers of the school. Parents indicated in their questionnaire return that they believe teaching to be good in the school. Teaching is now a significant strength of the school and makes a major contribution to the quality of education and the standards attained.
18. There are many strengths in teaching. A significant one is the very good classroom routines that all teachers have established and follow. Pupils know what the expectations are, from the moment they enter the classroom, of their work rates and behaviour. No time is wasted bringing them to order or settling them down. This helps to establish a very good learning ethos in the classrooms and very good relationships. There is mutual respect and liking and this leads to pupils wanting to succeed and work hard to please their teachers. Over time, as a result of hard work by senior managers and all other staff, these expectations of behaviour and attitudes have become embedded, consistently reinforced in lessons and throughout all the activities of the school day. This is a major factor in the progress that pupils make. In the best lessons, pupils are set tasks that challenge them and teachers' expectations are high. This is consistently true in Year 2 and Year 6. In a very good science lesson with Year 6 pupils, for example, the teacher had planned the lesson very effectively, setting out clearly what she expected the pupils to learn. Her expectation was that all her aims would be met and she organised the teaching well to ensure that this would be the case. The lesson began by reminding them of work they had previously done in order that they would be able to build on skills they had already acquired. She provided additional support for those pupils whom she knew, because of assessments she had carried out, would find the work difficult. Two pupils who find it difficult to record results by hand were provided with a lap-top computer. Her classroom management was very good, and as a result pupils were quiet, respectful and determined to succeed.
19. In a very good science lesson with Year 2 pupils, classroom routines were well established and this led to very good behaviour and relationships that encouraged pupils to learn and succeed. Frequent, appropriate use of praise and encouragement led to pupils being motivated and paying attention, as well as trying to succeed so that they, too, would be praised. The praise means a great deal to all the pupils at the school, because they like and respect their teachers. There was very good support for those pupils who found the work difficult because they have special educational needs and also for those who could attain highly. The higher attaining pupils were given challenging tasks to extend their skills.
20. Most lessons taught in the school are good or very good and other factors that are strengths in almost all teachers' work are good subject knowledge, that gives teachers the ability and confidence to extend and challenge even the most able pupils; effective planning, with objectives shared with the pupils, so that they know what is expected; and good endings to lessons, when the learning objectives are revisited to consolidate their learning. Lessons are structured so that skills and knowledge are built gradually and progressively over time. Resources are prepared to support lessons effectively. The pace of learning is brisk in the good and very good lessons.
21. In the one weak lesson observed, the lesson planning was not detailed enough to provide satisfactorily for the full range of attainment in the class and the teacher's subject knowledge was not sufficiently secure to enable the higher attaining pupils to be sufficiently extended.
22. In lessons where teaching is satisfactory, there are many of the strengths that are consistent across almost all lessons. Teachers plan and prepare well so that the work is generally appropriate. It is organised so that pupils can build on what they have done and learnt previously. The teachers have good class control and management, which ensures that there are no interruptions and pupils learn at a brisk pace. There are some relative weaknesses. In some lessons that are otherwise satisfactory, the lessons are planned well but the pace is slow. This slows down the learning and means that some pupils do not make as much progress as they should. In some Key Stage 2 classes, there is evidence that in the recent past teachers have not been using assessment information well to establish what pupils know and can do, and to ensure that all pupils make at least satisfactory progress over time. Recent improvements in assessment systems in the school and the setting of targets for teachers and

their classes have brought about significant progress in teachers' understanding, however, and are beginning to improve the progress that their pupils make over time.

23. Teaching is good overall for the under fives, although there are inconsistencies between the quality of teaching in the nursery, where there is insufficient new learning taking place, and in reception, where the opportunities for children to learn new skills and make progress are very good.
24. In English, mathematics and science, teaching is good in Key Stage 2 and very good in Key Stage 1. The planning and organisation of lessons are areas of strength, and ensure that time is used effectively. In mathematics, teaching in both key stages is thoroughly planned and classes are well managed, to ensure that there is a good learning environment. Teaching in science is good overall, characterised by good subject expertise, good coverage of all attainment targets and effective use of first-hand experience. Teachers work well to encourage scientific thought from their pupils, with good use of questioning to promote understanding.
25. The quality of teaching is a strength in many other subjects. The weakest subject area is music, because there is not a music specialist on the staff to advise and help teachers with successful teaching strategies and provide good subject knowledge and expertise. In information technology, history and religious education, teaching is good overall in both key stages. In religious education, teaching is good because of the good use of questioning to encourage pupils to think for themselves and the valuing of their opinions by teachers. Resources are used very well in information technology and the subject expertise of teachers is developing well. There are good cross-curricular links in history that make the subject meaningful to pupils. In art, teaching is good in Key Stage 1 and satisfactory in Key Stage 2. There is good teaching in Year 6 but coverage is uneven across the key stage. In design and technology and geography, there is very good teaching in Key Stage 1 and good teaching in Key Stage 2. Pupils are encouraged to be independent and try things out for themselves. Music teaching is satisfactory in the first key stage, but is not consistently satisfactory in the second because of a lack of both subject expertise and an appropriate scheme of work. Physical education is taught well in both key stages.
26. The teaching of pupils with special educational needs is very good at Key Stage 1 and good at Key Stage 2. Planning generally ensures that work is well structured to pupils' needs. Arrangements for individual education plans are very effective in ensuring that individual needs are met, whilst enabling pupils to have full access to the curriculum. These plans contain clear targets and are implemented well by teachers and learning support assistants. They provide an appropriate blend of challenge and support. Trained learning support assistants are very effective in enabling pupils to make good progress. Class teachers are always made aware of the best teaching and learning strategies to enable pupils with special needs in their classes to succeed.
27. Overall, the high quality of teaching is a very significant strength of the school and is identified by parents as one of its best features. It leads in most lessons to pupils developing good, often very good, learning skills. They respond well to the expectations of them and work hard in class, concentrating well on their work and making considerable intellectual and, when appropriate, creative effort. The clear instructions they are given always ensure that they know what is expected of them. In the majority of lessons, teachers use assessment to help pupils improve, by ensuring that they know what they have to do to raise the level of their work. The school needs to ensure that this is true of all lessons and all classes. In some Key Stage 2 classes, the teachers have only recently begun to realise the importance of assessment information and their responsibility to ensure that their pupils make continuous progress, especially in the core subjects.

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

28. The curriculum is satisfactory at both Key Stage 2 and for the under fives. It is good at Key Stage 1. Areas of weakness identified in the last inspection have been addressed satisfactorily. The school offers a broad range of opportunities for all pupils. It meets the National Curriculum requirements in the core subjects of English, mathematics, science and information technology and follows the locally agreed syllabus for religious education. Statutory requirements are met for all the non-core subjects. The allocation of time has been balanced effectively so that there

is appropriate provision for the National Literacy and Numeracy Strategies in both key stages. The school ensures equality of access and opportunities for all pupils. The organisation of classes and groups offers all pupils the same facilities. Overall, the curriculum prepares pupils effectively for the next stage in education.

29. The school offers children under five a satisfactory range of learning experiences in the nursery and a good range in the reception class, which provide a good balance between play and more structured activities. The curriculum is based on the recommended areas of learning. It makes a good overall contribution to the intellectual development of all pupils. Good opportunities are provided to promote children's aesthetic and creative development, their personal and social development and physical development. There is good liaison between the nursery and reception class. A good start has been made in introducing the literacy and numeracy hour to reception pupils.
30. Plans show a close match with the National Curriculum programmes of study and, where they are available, with the guidance from the Qualifications and Curriculum Authority (QCA). The curriculum is balanced overall, although the school still has some way to go to clarify clear learning and assessment objectives for art, music and physical education from reception to Year 6. This has been recognised and the school intends to adopt the QCA schemes as soon as possible.
31. The provision for pupils with special needs is very good in terms of the identification of their needs by the teachers and the ways in which teachers modify the curriculum to meet these needs. Individual education plans are in place and parents are informed about the targets. The pupils have good access to the curriculum. The provision for pupils learning English as an additional language is also very good and their progress is carefully monitored. The school has recently undertaken some rigorous analysis of data in order to establish reasons for the lack of progress of pupils who are admitted late into the school at Key Stage 2. It is using this well to modify the curriculum in order to help them to make better progress.
32. There is a good programme to prepare pupils for adult life. Pupils are taught sex education in a way appropriate for children of their age. The school has a good scheme of work for personal, social and health education (PSE). Most teachers provide good opportunities to further develop pupils' understanding. The introduction of drugs awareness teaching and close liaison with community police further improves provision.
33. The local community makes a good contribution to pupils learning. Links with Bexley Education Business Partnership raise pupils' awareness about problems in their local environment. The clergy visit to lead assembly and pupils visit the church to enhance their work in religious education. Although some governors give valuable time and expertise to the school, which effectively enhances curriculum provision, very few parents contribute by sharing their skills, culture or time in the school.
34. There are satisfactory links with all the local secondary schools that allow constructive relationships to develop. The school has liaised satisfactorily with these schools in order to ensure that work is not repeated unnecessarily.
35. The school's provision for extra-curricular activities is limited. The marking and preparation that teachers have to do before and after school restrict the opportunities they have for running after-school and lunchtime clubs. Nevertheless, teachers work hard to offer some provision, including French, drama and information technology clubs, as well as booster classes for literacy and numeracy. There is also a football club, for which pupils pay a fee to be trained by a professional coach.
36. The school makes satisfactory provision for the spiritual development of all the pupils. The school has aims to ensure that there are some opportunities to extend pupils' knowledge and give them insight into Christian values and beliefs and the beliefs of other world religions. Pupils of all ages are given time to reflect quietly and to come to understand themselves, the wider world and their place in it. They are given occasional opportunities to feel awe and wonder by their discoveries and experiences in science, art and literacy lessons. During assemblies there are also opportunities for prayer and further consideration of values and beliefs.
37. The school makes very good provision for pupils' moral development. Pupils are given frequent opportunities to hear stories with morals. Pupils consider the principles of truth and

justice, being fair and caring for others during assemblies and religious education lessons. Themes of channelling anger, talking instead of fighting, peace and working together are scheduled into assemblies. Pupils understand the difference between right and wrong. They enjoy their PSE lessons, which are sometimes in the form of a 'circle time'. These lessons are used as a platform for pupils to air their opinions or share their worries. The school has very good guidelines for behaviour and all adults have a consistent fair approach.

38. The school makes very good provision for pupils' social development. Adults develop the self-esteem and confidence of all pupils in the community. They act as good role models and set standards by personal example. Pupils are involved in community projects and raise money for charities. Pupils are given a good range of tasks, which help the school to run smoothly. Older pupils enter the Bexley Junior Citizen Project. They work and play with all year groups; older pupils care for younger pupils. There is a 'Listening Ear' organisation at lunchtime where Year 6 pupils counsel any pupils who seek their help. This is a particularly effective strategy to combat any potential bullying. Pupils are also given time to express their feelings and ask questions during 'circle time'.
39. The school makes good provision for pupils' cultural development. There are good opportunities to extend pupils' knowledge of Christian festivals and traditions and other world faiths. Art, history and geography lessons give pupils good opportunities to extend their knowledge and give them experiences of other cultures and traditions. This is enriched through visits to support their topic work. For example, to enhance their history work, Year 1 pupils visited Bethnal Green Toy Museum. Since the last inspection, the school has considered and developed satisfactorily opportunities to raise pupils' awareness of the richness and diversity of other cultures and to equip them for growing up in a multi-ethnic society. These are a secure, regular part of the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school continues to provide good levels of care for its pupils, sustained from the time of the last report. Staff and adults in the school are vigilant: sensitive and supportive of the pupils. Arrangements for the monitoring, promotion and practice of care for pupils are consistently good and responsibility is shared by the headteacher, staff and governing body. Assessment monitoring, reviews and guidance of pupils by staff are established and satisfactory.
41. Child protection is a very good, established practice in the school. All members of staff are aware of the need to keep the co-ordinator informed of any concerns. Formal training for all staff has been provided and is regularly reviewed in staff meetings. Newly appointed and newly qualified teachers have a full day of training on child protection. Appropriate local agencies are consulted effectively when need arises.
42. The health and safety policy contains clear guidelines. The procedures and practice are very good. Governors and staff have reviewed and made checks to the buildings and grounds to ensure the learning environment is safe. All members of staff are vigilant about safety issues and are aware of the need to identify issues in weekly staff meetings. Training for governors in risk assessment has been undertaken and in conjunction with the school site manager whole school risk assessments have begun. There are good regular arrangements for safety - checking electrical, fire, security and physical education equipment. The standards of care of the premises and grounds are very good. Members of staff work hard to maintain a clean attractive environment, which adds significantly to the atmosphere of the whole school.
43. The promotion and monitoring of behaviour continue to be very good and ensure staff, pupils and parents are very clear about the school's expectations. This underpins the caring atmosphere the school community enjoys and ensures aggressive or racist outbursts are unlikely to occur. The school has very good guidelines and strategies for dealing with any issues should they occur. Monitoring and promotion of attendance are now very good and well established as a result of very effective school systems and vigilant staff. There is a very useful, weekly visit by the educational welfare officer that provides very effective support for the school in its management of the minority of parents who do not consistently ensure their children attend school or are persistently not punctual.

Assessment

44. The last inspection identified a weakness in the assessment process and required the school to develop the systems of assessment, so that day-to-day assessment influences the planning of lessons in order to ensure that pupils are set appropriate work. It also required the school to ensure that the recording of pupils' attainments and progress is manageable, but covers the whole curriculum, and that reports to parents state what pupils know, understand and can do. This has been achieved in the core subjects. Teachers' weekly plans for all subjects are detailed and help the teachers to know what the pupils are going to learn. The teachers now include assessment opportunities in some of their lessons and keep records of achievement. As well as baseline assessment when pupils enter the school and the statutory assessment in Years 2 and Year 6, the school carries out other assessment at fixed points in the year to assess pupils' progress in English, mathematics and science. The school is using the information it has accumulated to gauge the rate of progress and the standard it can expect each child to achieve over time, but this is not yet having sufficient impact on teaching and learning in some Key Stage 2 classes. Further analysis is needed, along with the good practice already in place, of what assessment and the tracking of pupils' progress is showing about the effectiveness of teaching in different classes and of different teaching methods. This will enable very good teaching methods to be shared more widely. Teachers in Key Stage 2 need to be made more aware of the prior attainment of their pupils at the end of Key Stage 1 as well as what the school's expectations and targets are for them and their pupils. This has begun, but some teachers are slow to realise the implications of target setting for them and their classes. Much good work has been done, led very well by the deputy headteacher, and the school is well placed to move forward. There are now very thorough records in place for every child in these core subjects. Parents benefit from seeing a good range and quality of information about their child's progress.
45. The quality of marking of the pupils' work is satisfactory overall, but variable. Work is usually dated and teachers often annotate the work or give National Curriculum levels in their assessments or targets for future learning.
46. There are good systems in place to keep evidence of work that has been accomplished during the normal course of classroom practice in order to show the standards reached and this is developing into a good record of progress over time. The school is also developing methods for identifying higher attaining pupils across the school and tracking their progress towards higher attainment levels in the core subjects of English, mathematics and science.
47. The school uses its assessment procedures very effectively when identifying pupils with special educational needs. The teachers know the individual pupils very well. They are aware of their specific needs. They respond to them in a very positive and supportive way. The special needs manager keeps very good records that track pupils' academic and personal development. Support is directed very well to pupils who need it.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school continues to have sound links with parents both through the written information sent to them regularly and through the regular meetings and close links between parents and staff. Parents make a satisfactory contribution to their children's learning and are supportive to the school. These links have a positive effect on pupils' learning. Most parents and carers show an interest in the school and are satisfied with most aspects of their children's education.
49. Parents believe that this is a good school. There is a regular core of parents who help in classrooms, on educational visits and in support of other activities. Most parents have a good commitment to the school through the support they provide. They attend school activities, such as assemblies, literacy and numeracy 'taster' sessions and swimming galas. They support the school when their children organise fund-raising activities.
50. The effectiveness of links with parents is satisfactory. There are well-established systems of communication between staff and parents that reassure parents that the school is open and welcoming. Teachers know and understand their pupils and their families very well. Most parents respond positively to their commitments to work with the school to maintain high standards of behaviour and to support the home/school agreement, which clearly sets out the respective responsibilities of the school and the family. Most encourage pupils to complete their homework and their reading record books. A few are less supportive and some are consistently not ensuring homework is completed. Although most are happy with the amount and frequency of homework, some parents are not sure when homework is given or that it is consistent throughout the school. The level of parental involvement in attending school to review their children's work and to attend the informative curriculum meetings shows that they have an appropriate level of interest in the work of the school. Their children are happy in school. Parents of special educational needs pupils are involved very effectively in the review process.
51. The quality of information provided by the school has been maintained since the last inspection. Pupils' reports are supplemented by detailed profile folders that contain examples of pupils' work. These samples show the National Curriculum levels they are working at and the progress they are making. The prospectus and the annual governors' report to parents are informative and are being reviewed to ensure all areas are fully covered. There is satisfactory quality and quantity of information that informs parents about all aspects of the school's work and the achievements of the pupils. Newsletters, information on numeracy and literacy and other leaflets and notices are all good examples of information provided for parents. Pupils' annual school reports are satisfactory and informative and tell parents about the achievements of their children. They are good indicators of what pupils can do and what pupils should improve on in the following term. These reports and pupils profiles are reviewed with parents, such that parents can understand how their children are making progress. Independent educational plans for special needs pupils are shared with parents very effectively. Parents of pupils with special educational needs are properly involved in identifying their needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The last report noted that the school had an effective senior management team and a supportive governing body. There were serious criticisms, however, of school development planning and the monitoring of teaching and assessment.
53. Sound progress has been made. Development planning is now good. Effective management and leadership have led to improved communication with governors and all members of staff. As a result, there is common understanding of whole school aims and values and, because everyone is involved in the process of identifying priorities, all are committed to helping to bring about improvements. The school development plan sets out clear and appropriate areas for improvement and is sufficiently detailed with adequate costings. The senior managers and the governors seek to link the development plan with the budget setting so that they are certain that there is sufficient funding available to carry through their plans.
54. The quality of leadership is good overall. The headteacher, along with her senior managers, is providing good leadership in setting a clear educational direction for the work of the school. She has both a clear vision for its future and a determination to raise standards even higher, especially at Key Stage 2. Along with the deputy head, who brings a sharp and perceptive

focus on the usefulness of assessment information, she has an informed, balanced and accurate view of the strengths and weaknesses of the school. The regular monitoring and review of the work of the school by the senior managers ensure that any areas for development are identified swiftly. Both she and her deputy have high expectations of all the adults who work in the school. The high expectations and concern that they have for teachers is a model for the care and expectations all teachers have for the children in their care. The staff is very much a team, working together and contributing fully to departmental and whole school development. Most school policies are consistently implemented as a result and there is a consistently good learning environment across the whole school.

55. The systems in place for the monitoring and evaluation of teaching and curriculum development by the two senior managers are rigorous and effective. There are regular reviews of teaching, of planning and assessment and reviews of work in exercise books. There is detailed feedback to individual teachers. Where necessary, targets are set, further monitoring planned and carried out and professional development prioritised. The outcomes of monitoring are reflected in the priorities set in the whole school development plan.
56. The governing body is also involved. Individual governors are linked to literacy, numeracy, special educational needs and early years. The monitoring role of the governing body is developing well, but is still at a relatively early stage of its development. It needs to be more formalised. Some governors have adapted to this role well, but some are still growing into it.
57. The effectiveness of the monitoring process is evident in the improvements in teaching and learning since the last report. It has led to increased consistency in lesson planning and delivery, as well as more consistent implementation of school policies for teaching and learning. Teachers are aware of the criteria that are being used to monitor the quality of their work in the classroom. However, the use of assessment information to monitor the success of teaching has only recently begun. As a result, improvements in teaching have led to improvements in the progress pupils make and the standards they reach in some classes, such as in Key Stage 1 and in Year 6, but not yet consistently across the school. The signs are, however, that this shortcoming is being addressed. The progress made by pupils in Key Stage 2 is now being monitored more rigorously and levels of attainment are beginning to rise, as evidenced in the provisional national test results for 2000, which show significant improvements in attainment levels in English and science, with results close to the national average.
58. Governors are supportive. Most know the school well and give readily of their time. The finance group helps to monitor the budget, and has begun to monitor the effectiveness of major budget decisions. Some of the governors have specific strengths and skills to bring to their work, and overall the governors fulfil their role satisfactorily.
59. In general, co-ordinators give effective leadership, giving clear direction to the work of teachers, although three subjects do not have co-ordinators, pending new appointments. Policies and schemes of work provide good guidance. Only the co-ordinators for the core subjects have had opportunities to monitor the quality of teaching in their areas of responsibility across the school. Others have taken the chance to regularly walk round the school, talk to teachers and, in some cases, check planning to inform themselves of the quality of work that is being done.
60. The management of provision for special educational needs is very good and the management of the teaching of pupils for whom English is an additional language is good. The special educational needs policy meets the requirements of the Code of Practice. The register of special educational needs is accurate, and the records of identified pupils are well kept. Statutory requirements for the statemented pupils are fully met. Pupils on the register have individual education plans, drawn up well, with very appropriate targets that are set and reviewed regularly. The management of equal opportunities is good. The equality of opportunity is implicit in the school's ethos.

Finance

61. The school budgets systematically and well for all expenditure. The headteacher and the governing body allocate major funding decisions according to the priorities outlined in the School Development Plan and always seek best value in the allocation of contracts. They have a good understanding of the principles of best value. Subject co-ordinators have

responsibility for their own budgets and similarly seek to maximise the value they can get from their funding in terms of the effectiveness of the resources they purchase. Overall, the quality of educational provision has benefited from the careful management of the budget. Funds have been allocated successfully to areas of educational priority. This has proved to be successful in raising standards and the quality of educational experience for pupils. The improvements in information technology resources, for example, have helped to raise standards. The new computer room is a very good resource and attainment in information technology has risen since the last report partly as a result. The quality and rigour of financial management is good: the last auditors' report was very satisfactory.

62. The school makes effective use of new technology. It is used well for administration and in many subject areas. Special grants, for educating pupils with special educational needs and those for whom English is an additional language, for example, are used appropriately. The special educational needs manager makes regular reports to the governing body. The governing body regularly monitors special educational needs provision. There is regular review of the effectiveness of spending decisions by the senior management team and, informally, by governors. Overall, taking account of the progress made by pupils, the quality of teaching, the good personal development of pupils and the costs of the school, value for money is good.

Staffing, accommodation and learning resources

63. Accommodation in the school is satisfactory. The site is large and looks out to open countryside. There is a welcoming entrance area for visitors. The two halls are of good size and are used for dining, assemblies and physical education. Key stage classrooms are grouped together, which helps to provide cohesion and the efficient use of resources. The computer room is large enough to take a full class easily. The library areas are well organised. Displays are often of high standard both within rooms and along corridors.
64. Outdoor facilities for physical education are satisfactory in dry weather in summer, but the fields become waterlogged quickly. Some areas of the playground present a hazard, because of loose paving and uneven tarmac. Inside facilities are good. The hall is of a good size and is well equipped with large apparatus. The standard of cleanliness in all areas of the school is very good with very little litter in evidence. All walls and notice boards are used well for displays. These help to create a visually-rich learning environment and to celebrate pupils' work.
65. Learning resources are satisfactory overall. Resources for information technology are good in the school, the central facilities being extensive, with a variety of appropriate software. There is an adequate supply of textbooks, overall. The library is well stocked with a variety of books, including an adequate range of reference books.
66. The school has sufficient appropriately qualified teachers to meet curriculum needs, except in music, where it is seeking to make a new appointment. The professional development is thorough and well organised and includes a continuing programme of appraisal of teachers. The support for newly qualified teachers is good. There is adequate learning support staff, appropriately trained, and they give good levels of support, as does the clerical and administrative staff. All other adults who work in the school, including cleaners and the site manager, make a valuable contribution and help to ensure that the work of the school proceeds smoothly.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to continue to improve and to raise levels of attainment and the quality of education in the school, the governors, headteacher and teaching staff, with the support of the local education authority, should:
- work to improve the literacy and numeracy levels of all pupils, especially through Key Stage 2, and ensure that they develop these skills progressively as they move through the school; (paragraphs 1, 5, 100, 102, 107, 110, 113, 116'122, 135, 178)
 - use the analysis of assessment information, now being done well in the school, to:
 1. target areas of the curriculum for improvement, such as the quality of pupils' writing;
 2. identify and share best practice and use professional development opportunities to ensure that all teachers are developing pupils' skills consistently and effectively;
 3. increase the awareness of teachers of the prior attainment of their pupils; the school's expectations and targets for them; and the progress pupils are making. (paragraphs 2, 9, 17, 22, 27, 44, 45, 57, 135, 142, 147, 156, 161, 164, 171, 178)
68. Other areas of weakness, which have been noted by the inspection team that the governors may wish to include in their action plan, but not picked out as key issues are the need to:
- improve the provision for the teaching of music and raise attainment in Key Stage 2 by improving the co-ordination of the subject and the support and guidance to teachers. (paragraphs 8, 25, 30, 164,)
 - improve the co-ordination and leadership of foundation subjects by ensuring that co-ordinators have clear roles and a responsibility for monitoring standards of learning and teaching, as happens already in English, mathematics and science; (paragraphs 30, 59, 142, 152, 157, 164,)
 - improve the outdoor accommodation so that pupils can play safely (as in the school development plan); (paragraphs 64, 170)
 - seek ways to offer a wider range of extra-curricular activities for pupils in order to extend and enhance the work they do in class; (paragraph 35)
 - continue to work to raise levels of attendance (as in the school development plan). (paragraphs 15, 43.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12.5	33	43	9.5	2	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)	24.5	203
Number of full-time pupils eligible for free school meals		150

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	110

English as an additional language	No of pupils
Number of pupils with English as an additional language	40

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	28

Attendance

Authorised absence	%
School data	6.7
National comparative data	5.4

Unauthorised absence	%
School data	0.7
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	14	18	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	16	17	17
	Total	29	30	31
Percentage of pupils at NC level 2 or above	School	91	94	97
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	16	17	16
	Total	29	31	29
Percentage of pupils at NC level 2 or above	School	91	97	91
	National	82	86	87

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	14	17	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	11
	Girls	11	10	12
	Total	18	19	23
Percentage of pupils at NC level 4 or above	School	58	61	74
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	11
	Girls	11	11	14
	Total	18	20	25
Percentage of pupils at NC level 4 or above	School	58	65	81
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	19
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	33
White	111
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	10	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	17
Average class size	29.1

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	126

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24.5

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	457043
Total expenditure	491385
Expenditure per pupil	2128
Balance brought forward from previous year	42917
Balance carried forward to next year	31497

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	192
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	39	6	2	1
My child is making good progress in school.	49	42	5	0	5
Behaviour in the school is good.	44	44	5	4	4
My child gets the right amount of work to do at home.	25	49	17	1	8
The teaching is good.	48	43	4	0	6
I am kept well informed about how my child is getting on.	39	49	7	1	4
I would feel comfortable about approaching the school with questions or a problem.	40	54	5	0	1
The school expects my child to work hard and achieve his or her best.	51	45	2	1	0
The school works closely with parents.	36	42	14	1	7
The school is well led and managed.	33	32	17	7	11
The school is helping my child become mature and responsible.	38	50	8	0	4
The school provides an interesting range of activities outside lessons.	23	30	21	18	8

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

69. The provision for the children under five is good overall. The school admits children into the nursery class in the September or January term of the year in which they are three. They attend the nursery part-time for either a morning or afternoon session. On entry to the nursery, standards of attainment are well below national expectations. Children with special educational needs are assessed to establish their future learning needs. All children make good progress particularly in aesthetic and creative development; although attainment overall is still well below average, when compared to national standards, by the time they leave.
70. The children transfer into the reception class in September or January of the year of their fifth birthday, according to their date of birth. The ratio of adults to give support and guidance to the children in reception is always good. It ensures that all pupils, especially those with special needs and with English as an additional language, always have appropriate support. Children make very good progress and are well prepared for the next stage of education. Many are ready to begin level 1 of the National Curriculum by the time they begin Year 1.

Personal and social development

70. By the time they are five, most children reach national expectations in their personal and social development.
71. Most children are eager to come to nursery, although some are quiet and do not talk very much to each other, especially those who are learning English as an additional language. They play well together, although they often need staff to remind them to share or take turns. They respond to instructions and questions, but do not often initiate conversation. The children are content and secure, although a few children stay on the periphery preferring to watch rather than join in. Most children can only sustain concentration for a very short time even when they work at something of their own choice. They particularly enjoy play in the home corner or with sand and spend longer at these activities than others. Children of all races play harmoniously together for much of the time. They move with growing confidence to use all the facilities that are available to them. They make independent choices about which area of learning they would like to experience. Children give spontaneous and interested responses of enjoyment and interest as they play or react to the events in a story. They tidy up their activities at the end of sessions when requested. They take pride in what they achieve. The children use the toilet facilities appropriately and are learning to dress themselves to give them more personal independence.
72. The quality of teaching personal and social skills is satisfactory. Members of staff encourage the children to make independent choices. There are opportunities planned for children to learn to concentrate or to persevere with a teacher directed activity throughout the week. These are usually art and craft activities.
73. Children under five in reception have opportunities to learn how to live amongst a large group of children. They fit into the mixed age range of class and join in with different groups according to their ability. They have developed enough confidence to take part in assemblies in the hall and join Key Stage 1 at play in the playground. They accomplish further self-help skills to have personal independence; for example, to change into physical education kit to take part in physical education lessons.
74. The quality of teaching is very good. Children are encouraged to develop relationships with and sensitivity towards others. There are good opportunities planned for children to learn to concentrate or to persevere in an activity led by their teacher, in their literacy and numeracy lessons, for example. They take part in a wide range of stimulating, planned activities. The curriculum meets the needs of the children who are under five by giving them some opportunities to work at an activity of their own choice.

Language and literacy

75. By the time they are five, most children have not reached the national expectations, particularly in writing.
76. Nursery children listen with enthusiasm and call out a response with growing appreciation of the rhyme and meaning of language in stories and poetry. Although the children have a limited repertoire of action songs and number rhymes, they sometimes spontaneously sing or say rhymes as they play. Most children need help when sharing a book. They do not know the right word for things and cannot easily talk about characters.
77. The quality of teaching is satisfactory. There are daily opportunities for the children to look at the large picture books with the teacher and to look at a book with their parents. However, the small area set aside to give pupils opportunities to read at other times is not attractive enough to encourage pupils to choose or browse through books, in order to engender a love of reading. There is an area set aside to encourage children to extend and practise emergent writing skills. The children sing an alphabet song and some have memorised this.
78. In the reception classes, there is a gradual introduction of the National Literacy Strategy. Children's ability in speaking ranges from those who say a few sentences in English, to those who speak with reasonable fluency and accuracy. Children know that pictures can tell a story and words have meanings. They know to turn a page from left to right. Teachers encourage all children to take their books home to share and read with their family. Most do this regularly. As a result, these children are making sound progress in early reading skills. Children are developing skills in writing that are appropriate for their ability. They know that writing communicates and will explain what their writing says. A few can write two or three key words accurately. A few recognise their name. By the time they are five the majority of the children know the names and sounds of half the letters of the alphabet. Many children can match and name colours.
79. The quality of teaching is very good and sometimes excellent. The use of large picture books is particularly successful and gives good opportunities for language development. In addition staff in reception class identify frequent opportunities where they can extend learning and improve children's attainment in speaking, listening and literacy. Children are learning to recognise letter sounds. They use puppets and a puppet theatre to reinforce the sequence of a story, such as 'The Ginger Bread Man'. The teacher uses gestures to assist explanations and makes use of imaginative resources, for example, puppets and hats, to encourage the children to speak or to hold children's attention. Teachers and support staff re-write children's early attempts at writing into correct English to extend children's learning

Mathematics

80. By the time they are five most children do not reach the national expectations.
81. Children in nursery enjoy the daily routine of counting how many are present each day. They count by rote, not always matching one to one. They know the days of the week and try hard to get these in the right order for their calendar. They show an interest in the threading and counting activities provided for them and can match colours. Many children can count accurately up to 5 by the age of four. They do not know the correct mathematical language to describe shape and position size or quantity. They show some level of understanding in practical ways. For example, they say of a square that it has points and of a circle that it goes round and round.
82. The quality of teaching is satisfactory. However the adults miss some good opportunities to maximise on learning or improve language acquisition as the children play. Learning is consolidated, but no new learning is evident in the activity sessions.
83. Children in the reception class do a variety of counting matching, sorting and sequencing activities accurately. For example, they can make a pattern using two colours in the correct sequence. They count and match one to one accurately up to seven. They make a good attempt at putting numbers in order. They correctly identify four two-dimensional shapes in a matching game. The children are familiar with counting and routinely count and match throughout the day. The children say counting rhymes with support

84. The quality of teaching is very good. The teacher and members of the support staff identify many opportunities where they can extend children's learning. The children also take part in numeracy lessons. These give opportunities for mental work and a structured whole class time, where children learn to focus on a teacher-led activity or to use practical resources specifically designed to promote mathematical skills.

Knowledge and understanding of the world

85. By the time they are five, most children do not reach the national expectations in their knowledge and understanding of the world.
86. Some children in nursery know the names of different kinds of weather and how the weather affects us. For example, they know that it is windy if the trees are moving. They know the names of some animals; a few can also say where you could find them. They can explain where they live, for example in a flat or house, but cannot explain any features of a place. They can operate the mouse to use a computer program. They use a variety of materials to cut, join or build.
87. The quality of teaching is satisfactory. There are satisfactorily planned play experiences to develop children's knowledge and understanding about the world.
88. Reception children know about animal homes and can say, for example, what lives in a pond, nest or a web. They can recall the things they use in their homes. Children do not demonstrate an awareness of the features of living things and non-living things. They are able to sort pictures of plants and animals successfully. They are scheduled to work in the computer suite each week. They operate the tape recorder and enjoy singing or reciting along as they listen. Children choose to use a wide range of equipment and can build small designs with construction kits. Many children, with encouragement, talk about themselves and name their family.
89. The quality of teaching is satisfactory. The topic approach used in reception also helps to stimulate the children to learn more about the world around them. There is limited use of the local environment or the school campus to stimulate learning about the world and to extend language development.

Aesthetic and creative development

90. By the time they are five, children are broadly in line with national expectations.
91. There is a good range of creative materials available in the nursery and many of the activities promote creative development. Many children cut, stick and fold paper and card. They experience many opportunities to develop creative ideas. For example, some children made firework patterns by carefully applying two colours of paint with their fingers. No children were observed exploring the properties of water. There is not a wide enough range of water play equipment to promote science concepts successfully. The children explore the properties of texture, shape and form using modelling materials and use a variety of everyday substances to create a texture. They enjoy cooking on a regular basis. Children can play percussion instruments to a satisfactory standard for their age. A group of boys was occupied with musical instruments for up to ten minutes.
92. The quality of teaching is good in both the nursery and reception. Teaching is focused sufficiently well on developing skills. All activities give children good experiences, but more opportunities for children to talk about them and thereby extend their vocabulary, would further improve standards. More opportunities to engage in observational drawing would improve the children's power of observation.

Physical Development

93. By the time they are five, the majority of the children reach national expectations in their physical development.
94. Nursery children show an eagerness to go into the 'garden'. Outside play is always part of the timetable as an outside activity for twenty minutes for all children. This ensures plenty of opportunities for the children to develop their physical skills. There is enough space for a range of physical activities to be developed. Most pupils move with confidence in their enclosed play

area. There are appropriate activities, such as a small climbing frame, sit and ride toys, football- nets, hoops, play tunnels. All children improve their co-ordination as they play and move round together. They can pedal, steer and stop a tricycle safely.

95. In addition to opportunities to play outside in the 'garden', children in reception take part in games, dance and gymnastics lessons. They use space well and are learning to listen carefully and to follow instructions. They move into spaces in the hall carefully, dodging and changing direction as they warm up. They can throw, bounce and catch a large ball, with good skills for their age.
96. The quality of teaching is good overall. The organisation of children to outside activities in the nursery and reception is good. The additional, structured physical education lessons each week meet the needs of the children and are enabling them to develop their skills effectively. The outside accommodation is safe, with sound facilities for climbing.
97. Curriculum planning is good overall, providing a cohesive curriculum for the under fives throughout the school. The work in the nursery has an emphasis on learning through purposeful play and exploration, development of English as an additional language and the development of positive attitudes. There is insufficient new learning taking place, with most children consolidating their skills. In reception, the opportunities for children to learn new skills and make progress are very good
98. There are very good procedures for assessment. Records of assessment are being assembled in the nursery and continued in reception. Staff regularly record what they have observed individual children accomplish, to be entered on the child's records later. This procedure, together with the baseline assessment results, forms the basis of a good range of assessment data. In the reception class this information is used very well to set individual targets and inform future teaching plans.

ENGLISH

99. By the end of Key Stage 1, overall standards in English are in line with national expectations. Pupils' attainment in reading was in line with the national average in the 1999 Key Stage 1 tests. This was well above the average for schools with similar pupils. In the current Year 2 class, about a third of the pupils read at a standard above that expected for 7 year olds. They read stories, poetry and information books fluently, expressively, and with good understanding. Most pupils read at an average level for their age. When tackling difficult words or meanings, they draw on their sense of the context and their knowledge of sound and spelling patterns. About a fifth of pupils recognise some words, and have some knowledge of sounds and spellings. They talk about stories and information, but cannot yet read independently. In a Year 2 lesson, pupils were learning to ask factual questions and find answers from an information book. In a Year 1 lesson, most pupils were beginning to use a contents page and index.
100. Pupils' attainment in writing was above national expectations in the 1999 Key Stage 1 tests. This was a very high result in comparison with similar schools. This year's seven year olds have reached similar standards. A few pupils exceed the expectation for their age. They write quite complex, interesting sentences with joined up handwriting and reasonably accurate spelling. Not all their work is sustained at this higher level, however. For instance, joined handwriting is not always consistently used outside handwriting lessons. Almost all of the other pupils reach the standards expected for their age. They communicate their ideas clearly. They use capital letters and full stops. Simple spellings are usually accurate, with neat, printed handwriting. Very few pupils still have difficulty writing simple words and phrases.
101. Most seven year olds talk and listen at the level expected for their age, though few if any are very articulate, with standards above the national expectation.
102. By the end of Key Stage 2, standards in English have been well below national expectations. In the 1999 Key Stage 2 tests, just over half the pupils reached the expected level, with only one pupil exceeding that level. The finding of the inspection is that attainment in English at the end of Key Stage 2 is now close to average, a significant achievement for these pupils. This is the result of their hard work and very good attitudes, as well as the excellent teaching they have received throughout Year 6 in the literacy hour, which has been implemented well

throughout the school. Attainment is best in speaking and listening, where it is slightly above average. Pupils are articulate and can address adults appropriately using standard English. Almost all pupils listen well. Most pupils use a widening vocabulary, and take part in clear, responsive discussions. Around three quarters are close to the national average in reading and writing and this is confirmed by the provisional results from their Key Stage 2 national tests, in which over 70 per cent gained level 4. In reading, these pupils read children's novels and poems with enjoyment and appreciation. For instance, in a lesson on a poem from the Second World War, many pupils were able to discuss the impact of the poem on them, and the author's use of images. They read a range of information books with understanding, and can skim a page to gain key information. They use a dictionary and thesaurus well to extend their vocabulary. The remaining pupils have a simpler level of reading skills and experience. In writing, all pupils experience a satisfactory range of work, from stories and poems to scientific or mathematical explanations. For instance, they wrote persuasive letters to the new mayor of London. They plan, draft, and edit their writing. By the end of Key Stage 2, work in handwriting is close to national expectations. Most pupils write a fluent joined up style using a pen. Pupils use a word processor to edit and present their work.

103. Pupils with special educational needs make good progress in English. Many do extremely well to attain a low level 2 at the end of Key Stage 1, or a level 3 at the end of Key Stage 2. Pupils with English as an additional language perform better at the end of Key Stage 2 than their peers. There is very good support for these pupils.

104. Teaching in English is very good in Key Stage 1, with some outstanding teaching of the literacy hour in both Years 1,2 and 6. This strong teaching enables pupils to make very good progress in Key Stage 1 and at the end of Key Stage 2. English teaching in Key Stage 2 is good overall, but one unsatisfactory lesson was observed. In Years 3 and 4, teaching ranges from satisfactory to very good, and progress is satisfactory. In Year 5, there is some unsatisfactory as well as satisfactory teaching. As a result, progress is unsatisfactory, with many pupils at around the same level throughout the year. Marking is usually just ticks, making no real contribution to progress. Some planning and teaching is insufficiently focused and extending. For instance, the grammatical concepts of 'plural' and 'singular' were crucial to a lesson revising the use of the apostrophe, but were not explicitly mentioned. As a result, pupils were not aware of the key terminology, and made no progress in their understanding. In Year 6, teaching is outstanding. Pupils make rapid progress, especially in their understanding of strategies for learning. The teacher challenges pupils to articulate their own particular understanding:

'What's a strategy?'

'A way of working.'

'What's your strategy for ...?.' - whereupon five or six pupils quickly come up with good and different answers.

105. There are many strengths in the very good and excellent English teaching. One is the way that learning intentions are continually made clear to the pupils. Some of these are then set as individual targets. Another strength is the frequent use of short, sharp pair discussion, which boosts the involvement of all pupils during whole class teaching. In the very good and excellent teaching, phonics and grammar are very well combined with the study of a text. Much of the work for group activities is very well matched to pupils' needs and abilities. These strengths reflect the very positive way that the National Literacy Strategy has been implemented. The effectiveness of the teaching of literacy is good overall. There are some particularly good examples of homework set in English, preparing for or developing work done in school. For instance, pupils are encouraged to think over or plan written work, or to research a topic. This type of homework gives the pupils the opportunity of doing what they can. In this way, the pressure felt by one parent of a pupil with English as an additional language should be avoidable.

106. Pupils' attitudes and behaviour during English lessons are very good. They usually enjoy the sessions and work very hard.

107. The headteacher, deputy head and English co-ordinator monitor pupils' attainment and progress and teachers' planning and the quality of their teaching very well. Booster classes and additional literacy support for Year 3 pupils have resulted from this monitoring. Although monitoring of pupils' work does take place, it does not focus sharply enough on whether or not particular learning intentions and targets are being consistently met. Part of the excellent work done by the English co-ordinator has been extended writing and handwriting lessons in

addition to the literacy hour, as part of the effort to improve standards. These sessions are beginning to work well, but sometimes they merely continue to work on literacy skills rather than integrating them through extended sequences of work. There is much good work where literacy is developed in mathematics, science, history and other subjects. Planning new schemes of work in foundation subjects from September 2000 is an opportunity for further developing literacy work.

108. In the previous inspection (1997), standards in English by the end of Key Stage 1 were just below the national expectation. By the end of Key Stage 2, they were in line with national expectations. Standards in English have greatly improved in Key Stage 1 and comparison of test results for 1997 with provisional figures for 2000 indicate that they have improved significantly in Key Stage 2. This is despite the greatly increased proportion of pupils with special educational needs, and increasing numbers of pupils leaving and joining the school. Teaching was good overall in the last inspection and has improved. The situation has been transformed with the successful implementation of the literacy hour. Overall, there has been good improvement in English since the last inspection.

MATHEMATICS

109. The finding of the inspection is that, at the end of Key Stage One, standards of attainment in mathematics are above the national average. The percentage of pupils reaching the higher level, level 3, is also above the national average. Taking the four years of statutory test results for seven year olds 1996-1999, figures show that their performance in mathematics was close to the national average for their age group and very high when compared to similar schools.
110. At the end of Key Stage 2, standards of attainment are well below the national average. The percentage of pupils reaching the higher level 5 is well below the national average.
111. Over the last four years of statutory test results for eleven year olds, 1996-1999, the school's performance in mathematics was well below the national average. The percentage of pupils reaching average levels of attainment is above that of similar schools, but well below for the higher grade, level 5.
112. The discrepancy in the standards at the end of the two key stages is partly due to pupil mobility. Those pupils who stay achieve satisfactory standards, but those who come in later often have special educational needs and lower the overall level of results. The test results show that standards have gradually improved over the past four years. The school is on course to achieve the targets set for 2000 at both key stages. Boys are outperforming girls in statutory tests, but there was no marked gender difference in standards of attainment observed during the inspection.
113. The National Numeracy Strategy has been introduced in both key stages. Teachers are following its structure and it is having a positive effect on pupils' attainment. The Numeracy Strategy places emphasis on mental mathematics and the explanation of different strategies used and pupils show sound understanding of these. Some satisfactory examples of problem solving were observed. Pupils of all abilities in both key stages are beginning to explain their thinking. This was more evident in the first key stage, where pupils of average and below average attainment successfully participated in the oral, mental part of the lesson. This was because teachers encouraged them to use concrete things, such as number lines, hundred squares, or fingers to help them in their calculations.
114. Attainment in reception is below average but very good progress is made during lessons. Pupils understand numbers up to nine and can work out addition and subtraction problems. They understand language such as *less than*, *more than*, *how many altogether?* Higher attaining pupils can also write addition up to ten and write numbers up to twenty.
115. By Year 2, most of the pupils are working within the average range of attainment in lessons. Most understand repeated addition and multiplication, they successfully calculate tasks involving twos and tens. They understand subtraction and write their own problems of addition up to fifty. All pupils have a good understanding of place value. Most pupils use correct mathematical language. The clear majority can count accurately to 100 and order numbers correctly. They can work out coins of equivalent value. Higher attaining pupils can translate

number problems in words into calculations, work out the answer using two operations and describe their thinking.

116. By Year 6, just over half the pupils are working within the average range of attainment in lessons. Similar numbers are accurate and competent with the four rules of number. They can solve word problems by using the correct operation and know if their answer is reasonable. They have a good understanding of place value and can multiply by 10, 100 and a 1000. They have some understanding of probability. They can add fractions and change them into mixed numbers and demonstrate an understanding of decimals.
117. Other elements of the mathematics curriculum are planned into other subjects. In both key stages pupils use and apply mathematics across the curriculum. Their skills in applying mathematics are satisfactory. Pupils use trundle wheels to measure the length of the track in an athletics lesson. Pupils measure carefully in centimetres to produce models in design technology. They use their knowledge of shape and measurement to programme a Logo 'roamer' to move on screen. By Year 6, pupils fully understand and can recall the many ways they will need to use and apply their mathematics in real life situations.
118. Pupils have satisfactory knowledge of shape, space and measurement. Younger pupils know basic two-dimensional shapes and demonstrate an understanding of *full, empty, nearly, longer shorter* in their drawing. In Year 1, pupils illustrate how time is measured and can estimate area by counting squares. By Year 2, many use the correct technical language, such as *faces, vertices, edges*, to describe shapes.
119. Pupils in Years 3 and 4 recognise cuboids, cones, spheres, triangular prisms and pyramids. They understand symmetry and can say if a shape is symmetrical and identify the axes correctly. Year 5 can describe irregular and regular shapes. By the end of Key Stage 2, pupils understand what is meant by the perimeter and area and have the skills to work this out. Some of them can recall the units of measure used to record weight, capacity, temperature and velocity and can explain how to do these measurements.
120. Pupils' attainment in the use data handling is satisfactory. In Year 2, pupils collected data to find their favourite drink and to work out the different ways they travel to school. In Year 6, pupils collect data to find out their favourite football team and a few pupils know how to compile a spreadsheet. In science, pupils have used data in graphs to show the effect exercise has on pupils' heart rates. They have used information technology to produce a graph to show the time of sunrise and sunset in June. There are good opportunities in all curriculum subjects for such work.
121. In Key Stage 1, from reception to Year 2, pupils make very good progress in mathematics. Higher attaining pupils who are capable of greater achievement are being identified and the target system is enabling them to accelerate their rate of progress.
122. In Key Stage 2, from Years 3 to 5, pupils are making satisfactory progress, but there is evidence that this has not always been true. This is because their previous level of attainment has not always been taken into account when lessons have been planned and pupils are practising skills, knowledge and understanding that they have already accomplished. The school is now following the National Numeracy Strategy schemes of work. This is already helping to ensure that in each year the work increases in difficulty in order to improve the rate of pupils' progress. Tasks for pupils are now usually graded in difficulty according to their abilities. In Year 6, the use of individual target setting is helping to increase pupils' rate of progress. Some good examples were seen of work being well matched to pupils' abilities. Pupils with special educational needs receive good support and make good progress. In all year groups there are some pupils, on the special needs register, who are making good progress, but have below average number skills for their age.
123. Pupils' attitude to their work is exemplary and their behaviour is very good. Younger pupils learn to share and take turns in pairs. They are learning to work independently in small groups. Pupils reward and encourage each other with applause. All pupils listen to their teachers' questions and explanations, although the youngest pupils show signs of restlessness after twenty minutes. Individuals are pleased to be asked to show their work and explain their thinking. All pupils are frequently asked to work collaboratively, often in pairs. They work effectively to complete tasks and generally co-operate very well in their groups. Year 6 pupils are used to working efficiently to complete their tasks to deadlines. Pupils throughout the

school have a good knowledge of their learning in all lessons and they try hard to achieve what is expected of them.

124. The quality of teaching is very good overall in Key Stage 1. A third of the lessons are excellent, a third are very good and a third are good. The quality of teaching is good overall in Key Stage 2, where a quarter of the lessons are very good and three quarters of them are good. No unsatisfactory lessons were seen. Most lessons are well planned and follow effectively the Numeracy Strategy, with a good emphasis on whole class teaching, mental mathematics and direct teaching of skills. All teachers agree that the recent training they have received for teaching numeracy is helping them to improve their teaching of mathematics.
125. Teachers' use of questioning is usually very good, with questions pitched at the right difficulty level. They help pupils to understand as well as test their knowledge. This is a particularly successful aspect of the teaching in all years. Teachers ensure that all pupils are involved in the question and answer process. All teachers place good emphasis on the use of correct terminology. Instructions to pupils are clear and usually understood by them. All teachers expect pupils to work hard and to behave well; they display the learning objective so that pupils will know what is going to be taught. Most lessons move along at a good pace. In the good lessons, and particularly in Year 2, pupils are also expected to think and to use their skills creatively. This is reinforced in plenary sessions, when teaching points are made and what has been achieved is reviewed.
126. The excellent and very good lessons move at a very good rate, with pupils having deadlines for completion of work and frequently reminded of them. Pupils are always given the opportunity to explain how they achieved an answer or to clarify their understanding.
127. The resources for mathematics are good, with boxes of clearly labelled practical resources easily accessible to support each aspect. However, the quality of worksheets in use is variable, with some setting a poor example of handwriting and layout. There is currently a need for more published material to support the teaching of mathematics. There is good evidence of homework being regularly set in Year 2 and in Year 6.
128. There is a direct link between good assessment and the good progress being made. Teachers assess pupils' progress by using the key objectives of the Numeracy Strategy.
129. There is clear evidence that the subject manager has monitored the teaching and has given good advice to help teachers improve the quality of planning and the pace of lessons. Evaluation of curriculum coverage has also led to some important decisions being made about planning mathematics into other curriculum areas, to good effect. The quality of the leadership and management of the subject is very good. There has been good improvement since the last inspection and the school is well placed to further improve the standards of attainment in mathematics.

SCIENCE

130. Attainment at the end of Key Stage 2 in the 1999 National Curriculum tests was below the national average. The proportion achieving above the nationally expected level was well below the national average. These results were above the average for similar schools. This is a similar position to that at the time of the previous inspection. The 1999 results represent an improvement on those of the previous three years, when results were well below the national average. Inspection findings show that, at the end of Key Stage 2, attainment has improved further, as a result of very good teaching in Year 6, and is now close to the national average, with a fifth of pupils attaining at above the expected level.
131. Attainment at the end of Key Stage 1, in 1999, based on teacher assessments, was broadly in line with the national average and well above the average for similar schools. The proportion achieving above the nationally expected level was broadly in line with the national average and above the average for similar schools. The results show an improvement on those of the previous inspection when attainment was below the national average. Inspection evidence shows that pupils continue to attain in line with the national average.
132. There are a number of significant factors that contribute to the fact that pupils' attainment is close to the national average at Key Stage 2 and that a few pupils achieve at the higher level,

These are chiefly the very good attitudes to learning fostered in these pupils and the good and very good teaching seen during the inspection. Pupils enter the school with attainment that is well below the national average. Two-thirds of the pupils have special educational needs and, for one-fifth of pupils, English is an additional language. There is also a higher than average number of pupils with special educational needs. In Key Stage 2, in particular, there is a high turnover of pupils with many of the late entrants having special educational needs. Although these pupils attain levels that are below national expectations they, nevertheless, make good progress in their work when they receive focused support.

133. During the inspection, pupils in Year 2 learned that some materials occur naturally and some do not. They were able to name some materials that occur naturally, for example, plants, coal and some metals. They defined 'natural' as meaning something that grows in, or above, the ground. They had opportunities to brainstorm in pairs and to examine materials, in groups, thus developing independent learning skills. Pupils in Year 3 made predictions about whether materials were magnetic, or not, and tested their predictions. They used their mathematical skills in selecting a method for recording their information and learned, by trial and error, that a pictogram or bar chart was not a suitable method of recording this information, but that a chart was a good way of communicating their findings. During a lesson later in the week, they used secondary sources to develop their knowledge and understanding of magnetism, using skills of scanning and note-taking developed in literacy sessions. At every stage, they are taught to ask why things happen and to think and reason for themselves. Pupils in Year 4 predicted and tested what would make a light work. They were encouraged to demonstrate methods and reasoning and to explore reasons for any wrong answers. They know that a circuit must be complete and will be a power source. They know that batteries are a safe source of power. Pupils in Year 5 made observations about sound and vibration, using guitars and percussion and extended their knowledge and understanding of why vibrations cause sounds. In Year 6, pupils turned their ideas about helping solids to dissolve more quickly into a form that could be investigated. They decided how to carry out a fair test and what apparatus to use. Each group formulated a hypothesis, which they sought to prove or disprove, for example, 'Soft brown sugar dissolves more quickly than granulated sugar'. Pupils demonstrate clear progress over the year in their ability to reason and think in scientific terms.
134. Pupils with special educational needs and pupils for whom English is an additional language are helped to achieve within their capabilities in science with the help of trained learning support assistants who keep them focused on their work and give an appropriate level of guidance and support. There is limited evidence of pupils using information technology to support their learning in science, although pupils in Year 5 showed the time of the sunrise and sunset each day in June on computer generated graphs. They also drew on their mathematical skills to show, in graphical form, the effect that exercise had on the pupils' heart rates and to show a heat curve for water. From the latter, they learned that, regardless of the extent to which water is heated, the temperature remains at 101 degrees. Pupils consolidate their literacy skills in science through discussion and recording.
135. The quality of teaching is very good in Key Stage 1. It is good overall in Key Stage 2. Teaching was very good in the one lesson seen in Key Stage 1. It was satisfactory or better in all the lessons seen in Key Stage 2 and very good in 60 per cent of these. However, scrutiny of pupils' work shows that the rate at which pupils learn over time is affected by the low levels of literacy and numeracy of over two-thirds of all pupils. Pupils would benefit from individual target setting in science, so that they know what they have achieved and what they need to do to meet their targets. Good features in teaching which consistently promote pupils' learning are teachers' knowledge and understanding, good planning, based on clear learning objectives which are made known to pupils, and rigorous use of time and resources. Pupils are given opportunities for first-hand investigation and are well-supported by class teachers and learning support assistants. They are encouraged to discuss ideas with a partner, to predict and test, to choose an appropriate method of recording their findings and to develop their research skills. Pupils' work is regularly marked and teachers use information from informal assessment of pupils when planning what to do next. Teachers' management of pupils is very good and leads to pupils' acquisition of skills, knowledge and understanding. Pupils are interested and eager to learn. Their very good behaviour, respect for the feelings, values and beliefs of others, very good relationships and their initiative and personal responsibility are important factors in the good learning that takes place within a very positive atmosphere in most lessons. Unfortunately, many pupils, because of the specific nature of their special needs, find it difficult to retain what they have learned and this detracts from long-term progress.

136. Resources are adequate and are used well to support learning. Good displays of pupils' work and supporting material provide a stimulating learning environment and support the work in the classroom. The curriculum is based on guidance sent to schools by the national Qualifications and Curriculum Authority. The school is in the process of adapting it to suit its own needs. The role of the co-ordinator is, as yet, under-developed with regard to undertaking the monitoring of standards of learning and teaching. The co-ordinator is keen to broaden pupils' experience and good use is made of external visits and visitors to the school to increase pupils' scientific skills, knowledge and understanding. For example, all pupils have benefited from attending a workshop on forces and one on evolution, conducted by visiting teams. Year 5 will shortly be joining other schools for a day at Greenwich University, where they will make a tower and install lighting and sound systems. The school is aware of the need to improve attainment in science, particularly in the younger classes in Key Stage 2.

ART

137. There are very good displays of pupils' artwork around the classrooms and corridors that celebrate children's achievements and help to stimulate and motivate others.
138. Attainment at the end of Key Stage 1 is in line with expectations, despite the high number of pupils with special educational needs. Pupils achieve well for their abilities, because of the devotion and commitment to art of the Key Stage 1 teachers, who give it a high priority as an expressive medium for their pupils. Attainment at the end of Key Stage 2 is slightly below national expectations, although the majority of pupils attain in line with their ability. Skills are developed less consistently across Years 3 to 6, because art has had to take a secondary place to literacy and numeracy in the curriculum.
139. At the end of Year 2, pupils have studied the work of Cezanne. With a focus on tone and shape, they have shaded and coloured their own pictures of fruit done in a similar style. The shading shows a range of techniques, including cross-hatching and a gradation from light to dark. They have studied artwork in advertisements and produced their own posters with good use of space and colour. The work on patterns has produced colourful and attractive work, demonstrating an understanding of pattern and sequencing. This builds on the good work done in Year 1 and reception, as well as lively and imaginative work in the nursery that builds children's confidence and skills well. In Year 1 there is evidence of good drawing skills in work linked to history. Observational sketches of the school playing fields show the range of skills that are being developed and how pupils are being encouraged to experiment with different kinds of pencils and a range of shading techniques to see what effects they can create. Some excellent studies, done in reception, based on work by Monet adorn the walls of one of the halls and show an advanced sense of colour and style in such young children.
140. The development of skills is less consistent through Key Stage 2, but there is still evidence of imaginative and interesting work. In Year 6, pupils have done portraits, exploring ways of using different colours and techniques to produce a wide range of expressions. They have studied and learnt from looking at paintings by Munch, especially 'The Scream', and used what they have learnt to create attractive and evocative paintings of their own. In Year 3, pupils have designed and made coil pots based on Roman designs, again linked to their work in history. Some of the pots are attractive and well made and decorated, but this work is not built on further up the school consistently. There is evidence of good work in Year 4 on Chinese dragons and calligraphy. In Year 5, artwork has linked with a study of Islam to encourage the pupils to look at patterns in tiles and ceramics in Islamic art. Similar work is being done in Year 4. There is also some imaginative work involving textiles.
141. Teaching in art is sound overall. It is good in Key Stage 1 and there are instances of good teaching in Key Stage 2, but there is insufficient development of pupils' skills and some teachers are devoting too little time to art. Lessons are appropriately planned and organised. Teachers give clear instructions and direction and have high expectations of pupils' work and behaviour. A good working environment is generated in which pupils are encouraged. Pupils' response to art is generally good. Children are motivated and the majority concentrate and work productively, enjoying the opportunities to work creatively and expressively. In a good Year 4 art lesson, pupils concentrated intently, trying hard to reach the standard set by the teacher and greatly enjoyed the work they were doing creating repeating geometrical patterns.

142. The co-ordinator for art is enthusiastic and has a good overview of the subject and the areas that need to be developed in the school. Improvement since the last report has been just satisfactory, although there is now the potential for good improvement in future. There is an out-of-date scheme of work for art and a new one is about to be adopted. This needs to be completed quickly to ensure that work is planned to develop pupils' skills progressively through the school. At present, the good work done in Key Stage 1 is not always developed further in Key Stage 2 and there is insufficient monitoring or assessment and recording of pupils' skills in the subject.

DESIGN AND TECHNOLOGY

143. During the inspection, due to timetabling arrangements, it was only possible to observe one lesson in Key Stage 1 and one lesson in Key Stage 2. Judgements are based on lesson observations, an examination of pupils' work, teachers' long- and short-term planning, photographic evidence, current displays and discussions with staff. This evidence shows that standards of work are satisfactory. This shows an improvement since the last inspection when standards were unsatisfactory.
144. Year 1 pupils have produced a wealth of work, including work on moving pictures, celebrations, homes and healthy eating. They have successfully designed and made puppets. They make good use of information technology when designing facial features. They are able to explain their work in detail. Year 2 pupils have a very good knowledge of design techniques for vehicles and they have an impressive display of wheeled vehicles, made out of material that can be recycled, such as cars, buses, trains, lorries, and other forms of transport, namely aeroplanes and boats. They have also made puppets. During the inspection, they made a winding mechanism using a board, two cotton reels and an elastic band. They worked with a partner to discover how to make one reel turn the other reel. They found it challenging and noted down their findings. They learned that the reel that starts the movement is called the drive wheel. They experimented to see if they could add another reel, to see if they needed another elastic band, to find out what would happen if they twisted the elastic band, whether the reel would move faster and what would happen if they added a fourth wheel. They discovered that elastic makes a better belt than string or ribbon. They learned, through first-hand investigation, that the drive wheel turns in one direction and the other wheels in the opposite direction.
145. Pupils in Year 3 have used their mathematical skills, during the year, to make nets when designing packaging. They are knowledgeable about healthy snacks. They are currently learning to make photograph frames. Year 4 pupils have enhanced their skills in making moving pictures. During the inspection, they gained further experience in planning and annotating a product, when they designed a light for a specific user and purpose. They were clear about the objectives and what they had to do, that is, plan three types of light, for example, a wall light, a ceiling light and a desk lamp. They completed a design sheet, stating what they were making, their first ideas, what they intended to do, what they would need and the order in which they would proceed, together with freehand drawings. They drew upon their experience to generate ideas, clarified their ideas through discussion and plan to develop them, next lesson, through shaping, assembling and rearranging materials. During the year, pupils in Year 5 have learned how to make musical instruments, moving toys and bread. Year 6 pupils have constructed various shelters and have designed and made slippers for a particular person. They know how to use simple mechanisms, such as wheels, axles and joints that allow movement. This term, they are learning to design and make controlled vehicles.
146. The quality of teaching is very good in Key Stage 1 and good in Key Stage 2. This shows an improvement since the last inspection when it was at least satisfactory with some good features. Teachers show good subject knowledge and understanding. They teach the basic skills well. They plan very well and make the objectives of the lesson clear to pupils. They manage pupils very well and make good use of time, support staff and resources. They engage and sustain pupils' interest and enthusiasm. This leads to very good learning at Key Stage 1 and satisfactory learning at Key Stage 2, where the level of special educational needs and pupil turnover is greater than in Key Stage 1. Pupils' creative effort, productivity and pace of working, backed up by very good attitudes and behaviour, help them to achieve very well at Key Stage 1 and satisfactorily at Key Stage 2. Pupils with special educational needs and those for whom English is an additional language make good progress in both key stages, with

focused support. Higher attaining pupils are challenged in their work. The learning support assistants make a very valuable contribution to pupils' support and learning.

147. The curriculum is based upon a scheme that is currently being reviewed in the light of the guidance sent to schools by the national Qualifications and Curriculum Authority. It is enhanced by the emphasis on first-hand experience and design principles – application, function, safety and cost - for example, when pupils in Year 6 design a pair of slippers. Literacy skills are promoted through discussion and writing activities. Mathematical skills are further developed through accurate measuring as, for example, when Year 3 design packaging. The curriculum is enhanced by visitors to the school. For example, pupils in Year 4 have recently been helped by members of Bexley Education Business Partnership to make doors with light sensors to facilitate access. Pupils' work is valued, as evidenced by the very good displays throughout the school. Resources are adequate and are very well used. The co-ordinator is aware of the need to develop the use of ongoing assessment.

GEOGRAPHY

148. During the inspection, it was possible to observe only one geography lesson in Key Stage 1 and two lessons in Key Stage 2. Judgements are based on lesson observations, an examination of pupils' work, teachers' long and short-term planning, photographic evidence, current displays and discussions with staff. This evidence shows that standards of work are satisfactory. This shows an improvement since the last inspection when standards were unsatisfactory in Key Stage 2.
149. During the inspection, pupils in Year 1 made strong links with literacy as they expressed ways of making the immediate environment of the school safer and recognised ways of changing the environment. They conducted traffic surveys on two main roads near the school and drew graphs on the computer to show the number of cars, buses, trucks, and lorries. They wrote letters to the road safety officer at Bexley Council, using persuasive language to convince him that they need a zebra crossing outside the school. During the lesson, they gained some knowledge about how decisions about the local environment are made. Although no lessons were seen in Year 2, some good work has been done on weather, on the seaside and islands and on the contrasting islands of Trinidad and Tobago.
150. During the inspection, Year 3 went for a walk around the school grounds, their task being to locate six areas of the school shown in photographic form, to recognise and observe them in detail and to produce a route map to show how to get to them. They found the task challenging, but all pupils made progress, including pupils with special educational needs, with support. Pupils in Year 4 used persuasive writing to try to persuade the premises officer to provide more bins, which are attractive in appearance so that people will use them and are placed in areas of greatest need. This task followed a survey on litter in the school grounds. The litter was only evident in areas near the school gate. Passers-by may have been partly responsible. Lessons were not seen in Years 5 and 6. However, pupils in Year 5 have done some interesting work on weather patterns, the water cycle, the local area and conservation. Pupils in Year 6 have recently visited Lullingstone Park Visitor Centre to conduct a study of the River Darent. They talk enthusiastically about their visit. They know that the source of the river is at Westerham, that the direction of flow is north and that its mouth is at Dartford. They measured how deep the river was in the middle and near both banks. They timed how long two tennis balls took to get from Bridge A to Bridge B to find the average speed of the river. They know the main rivers of the United Kingdom. They use geographical vocabulary when talking about rivers, for example, source, tributary, waterfall, meander and mouth.
151. The quality of teaching is very good in Key Stage 1 and good in Key Stage 2. This shows considerable improvement since the last inspection, when it was unsatisfactory in a number of aspects. Teachers show good subject knowledge and understanding. They plan very well and make the learning objectives of the lesson clear to pupils. Their very good class management and good use of time, support staff and resources promote interest and enthusiasm and lead to very good learning at Key Stage 1 and satisfactory learning at Key Stage 2. Pupils' intellectual and creative effort, their productivity and pace of working and their very good attitudes, relationships and behaviour enable them to make very good progress in Key Stage 1 and sound progress at Key Stage 2. Pupils with special educational needs and those for whom English is an additional language make good progress in both key stages, with focused support. Higher attaining pupils are challenged in their work. In response to positive teaching,

all pupils seek to achieve the objectives for each lesson. The trained learning support assistants make a very valuable contribution to pupils' learning and support. The use of the environment as a first-hand resource enhances learning opportunities.

152. The curriculum is based upon a scheme that is currently being reviewed in the light of the guidance sent to schools by the national Qualifications and Curriculum Authority. It is enhanced by the use of the local area, visits to other areas and links with other areas of the curriculum. There are good links with literacy. For example, Year 4 pupils use a word processing package to write a science fiction story about saving a planet from destruction. They design posters to remind people how to care for the local environment and use a computer program to add titles. Pupils use computers to extend their knowledge of the European Union and countries further afield. They use mathematical skills in recording weather information in the form of graphs. There are links with past and present cultures studied in history and with major world faiths in religious education. The quality of marking is good. There is no co-ordinator for geography and the monitoring of standards of teaching and learning is not yet in place.

HISTORY

153. Only one history lesson was observed during the inspection, but from a scrutiny of work and planning, and through talking to pupils, it is clear that attainment in history is in line with national expectations at the end of both key stages.
154. At the end of Key Stage 1, pupils have sound experience of studying past events. In a Year 2 lesson on the great fire of London, most knew how the fire started, and why it burned down so much of the city. They are aware of differences between their own lives and that period, such as how houses were constructed then and how fires were fought. They are beginning to evaluate different sources of evidence - 'the painting wouldn't tell you as much as the diaries'.
155. By the end of Key Stage 2, pupils have a satisfactory understanding of how their locality has changed, for instance by visiting Lesnes Abbey and finding out how the small community of monks lived. Year 6 pupils study Britain in the Second World War. Most pupils understand why children needed to be evacuated from London, and how that might have felt from different points of view. Pupils study independently, using books and CD-ROM. For instance, one pupil had a good appreciation of the events and significance of Anne Frank's life. Studying the blitz, a group of lower attaining pupils re-enacted a contemporary skipping rhyme. Pupils' learning and progress are satisfactory.
156. The quality of teaching is good. Good planning highlights interesting topics, about which pupils are enthusiastic. There are particularly good links with literacy teaching, as when a war poem was studied for its literary and emotional impact. Assessment of work in history is very basic. A new scheme of work has been trialled and will be fully in place in September.
157. In the previous inspection, attainment in history was satisfactory, and teaching was good. Given the changes to the whole curriculum since then, there has been satisfactory improvement. The monitoring of standards of teaching and learning is not yet fully in place.

INFORMATION TECHNOLOGY

158. At the time of the last inspection, standards were broadly in line with national expectations at the ages of both seven and 11, but there were shortcomings. What was taught did not sufficiently match the requirements of the National Curriculum. Progress in the development of skills was barely satisfactory. Seven year olds possessed only basic skills for using a simple word processing program and paint programs. In classes for older pupils, evidence of progress beyond this point was limited, but included simple control technology. Information technology was prioritised by the school as an area for improvement. Considerable work has done to increase the knowledge and expertises of teachers, although some members of staff still lack confidence in its use. Over the last sixth months, an excellent computer room has been established, with enough machines, networked together and connected to CD-ROM and Internet facilities, for a whole class to use at once. The equipment is up-to-date, in good

condition and backed up with a very good range of software. There has been considerable improvement in provision, teaching and standards since the last report.

159. Standards are now broadly in line with what is expected by the age of seven. All pupils use the mouse accurately to click areas of the screen. They can log on to the system and open and operate the programs they need without adult help. They can control a range of programs to draft and write, to save data and to support their work in other subjects. They can access information from computers, use databases and create attractive artwork. In many aspects of the subject, standards amongst older pupils are above average. They are making good progress in acquiring informational skills and though they are at present in line with expectations overall, there is evidence that standards are improving rapidly as a result of recent improvements in provision. They know how to save and retrieve their own work and access information using CD-ROM and the Internet. Ten and 11 year olds know how to use databases and graphs and how to use them to record and show the results of their work in, for example, science or geography. They use word processing programs well for a wide range of purposes, from writing well composed and presented letters to the Lord Mayor of London to imaginative creative writing using unusual and colourful fonts. Pupils use Logo well to control the movement of an on-screen cursor, but there is no provision yet for the use of control technology for more practical purposes. Pupils with special educational needs and pupils for whom English is an additional language make progress at similar rates to other pupils and attain standards that are close to national expectations for all pupils. Overall attainment since the last inspection has clearly improved considerably and the school now meets the statutory requirements of information technology in the National Curriculum.
160. Pupils enjoy the subject and their behaviour in lessons is nearly always good. They co-operate well when sharing a computer, tackling tasks as genuine partners. They display very good relationships by offering suggestions and taking turns. These good attitudes contribute strongly to the quality of learning as they share their knowledge and help each other. Pupils treat the computers with care, using them sensibly and looking after them well.
161. Generally, teaching in the lessons seen was good. Teachers often show pupils how to use programs by instructing the whole class. A lesson to pupils in Year 2, which took place in the computer suite, was particularly effective. The teacher gathered all the pupils into a position where they could see, and demonstrated how to use a program to produce graphs to show how many of them liked crisps, hotdogs and other snacks. All pupils were then able to practise the required skills for themselves. Similar examples of teaching skills to whole classes are common and the use of the new resources for whole class teaching has improved the progress pupils make and the range of skills they are acquiring. In all cases, teachers' lesson plans, knowledge of the subject and management of pupils led to good learning. However, ongoing assessment is not sufficiently systematic to provide good information on which to base future planning.
162. Co-ordination is good. The co-ordinator has very good knowledge of what is required to teach the subject effectively, and is able to offer strong leadership and advice. She cares for the computers well so that they rarely break down. As a result, general levels of confidence amongst the staff have recently improved rapidly.

MUSIC

163. Standards of attainment in music by the end of Key Stage 1 are satisfactory. By the end of Key Stage 2 they are unsatisfactory. By Year 2, most pupils sing with an appropriate sense of melody, rhythm and expression. Their performance shows a satisfactory awareness of elements *loud*, *soft*, and *silence*. They listen to a range of music, and begin to respond to it appropriately through talking or movement. By the end of Key Stage 2, the range and quality of pupils' experience are insufficient. They rehearse and perform songs to a reasonable standard, but lack consistent experience of composing and performing with instruments. They have some good opportunities for listening to and evaluating music, such as at a recital given in the school, but these opportunities are not consistently developed to the appropriate level. Learning and progress are satisfactory in Key Stage 1, but unsatisfactory in Key Stage 2.
164. There is good music teaching by some class teachers, showing at least satisfactory subject knowledge. For example, Year 3 pupils are well taught about how to conduct, compose, perform and evaluate their own music, using simple but effective word scores. This is linked

well to work in history, as the compositions are intended to represent the quiet of the monastic life at Lesnes Abbey. But some other teachers lack confidence and subject knowledge. The quality of teaching in Key Stage 1 is satisfactory overall. In Key Stage 2 it is unsatisfactory. There is some good teaching in this key stage, but it has to be deemed to be unsatisfactory because the coverage of the programme of study is insufficient. At present, there is no music co-ordinator. The scheme used is limited and has not yet been updated. Assessment is unsatisfactory, with no clear procedures. There are performances at Christmas and Easter. Good links have been established with music teachers from the Bexley School of Dance and Music. Extra-curricular tuition in brass and string instruments is just beginning for some pupils.

165. At the last inspection, attainment in music was satisfactory, as was the quality of teaching. In this subject, therefore, there has been unsatisfactory improvement since the last inspection. The monitoring of standards of teaching and learning is not yet fully in place.

PHYSICAL EDUCATION

166. By the end of both key stages attainment is in line with national expectations with some pupils exceeding this level. The standards have been maintained since the last inspection. Pupils are taught to swim unaided and safely and many achieve county swimming awards for water skills. They can swim up to one hundred metres. Dance, athletics and games lessons were scheduled during the inspection. Pupils in Key Stage 1 aim, throw and catch a bean-bag ball or quoit with both or one hand with appropriate accuracy for their age. They can use a bat to strike and return the ball. They can kick a ball with either foot. Pupils in Key Stage 2 work enthusiastically to improve their speed in a shuttle run and an object pick up. They perform a standing long jump with good technique.
167. By the end of both key stages the majority of pupils of all abilities make good progress. Skills, knowledge and understanding are improved over time. During lessons, pupils make good progress as teaching points are made to guide them on techniques. Teachers assess their pupils' performance and give feedback. Pupils also assess their own and each other's performance. Pupils with special needs are well integrated into the lessons and make good progress.
168. All pupils fully understand the health-related benefits of exercise to improve their fitness and know the effect of vigorous exercise on their bodies. In all lessons, pupils are keen to take part and all wore the appropriate kit.
169. The quality of teaching in both key stages is good. Teachers have a good rapport with pupils and make clear their expectations about the standards of participation and behaviour. There is good emphasis on the need for pupils to improve the quality of their performance. In Key Stage 2, there is a system in place to encourage pupils to improve on their personal best using a scheme called The Ten Step Award. This enables pupils to measure their own achievements and encourages them to improve on their personal best. Lessons usually take into account the prior attainment of all the pupils and this has a positive effect on attainment and progress.
170. The school has introduced an improved and satisfactory scheme of work and the input of a sports professional to teach football is helping to improve provision. There is a balanced range of activities that conform to the requirements of the National Curriculum. Athletics, dance, and gymnastics and games are scheduled over the three terms each year. Pupils in Key Stage 2 still do not have many opportunities to engage in many outdoors and adventure activities and the outside play surfaces are poor and a potential hazard.
171. Records of attainment for swimming are already in place. There are consistent methods of recording pupil's attainment in Key Stage 2, but not in Key Stage 1.

RELIGIOUS EDUCATION

172. At the end of both key stages, standards of attainment are in line with the expectation set out in the locally agreed syllabus. Pupils are required to know and understand about religions and also to engage in enquiry and evaluation. There are now very good schemes of work to

ensure that pupils cover the religious education syllabus thoroughly. These give good guidance to teachers for the knowledge and understanding to be developed each term. This is an improvement since the last inspection. Pupils have a satisfactory knowledge of the Christian faith appropriate for their ages and abilities. In addition, they have some knowledge of Hinduism, Islam, Judaism, Sikhism and Buddhism. Pupils' knowledge and understanding overall about the six main world faiths are good.

173. The pupils are less experienced at enquiry and evaluation in their religious education work. There are not many opportunities for pupils to ask questions or do their own personal research until they are in Year 6. By then, pupils respond well to open ended questions and, with skilful teaching, develop meaningful ideas and express opinions. They also complete some interesting homework assignments. These demonstrate their ability to do independent research to a satisfactory standard for their age.
174. Pupils of all abilities in both key stages make good progress. Year 1 pupils learn to appreciate stories from the Bible. They recall what they have learnt from the story of Joseph and are beginning to understand the concept of forgiveness. All year groups continue to build on their knowledge of Christianity, as well as learning about another religion every year. Year 2 pupils enjoy stories from Hinduism. They consider whether good will triumph over evil as they try to predict the outcomes. They are interested in and can recall special Hindu festivals. In Key Stage 2, Year 3 pupils have considered the influence Sikhism has on daily life. Pupils in Year 4 learn about the Five Pillars of Islam. They make postcards to write 'factual' accounts of a pilgrimage to Mecca. Year 5 pupils draw the eight candles to record their work on the Jewish festival of Hanukkah.
175. Pupils listen attentively in all lessons and assemblies. Most pupils reflect quietly when given the opportunity. In discussions, they are co-operative and respect the opinions and beliefs of others. Pupils in all years have accomplished a satisfactory range of tasks, with appropriate use of some interesting worksheets or written accounts of stories. Their enjoyment of the subject is evident in the drawings and colourful illustrations they have produced to accompany their written work.
176. The quality of teaching is good overall. Teachers have good subject knowledge and make effective use of resources - informative displays in some classes are used to enhance learning during lessons. Good opportunities are created in all lessons to extend pupils' personal and social development in all lessons. In both key stages, teachers value pupils' comments. Religious education contributes to the development of pupils' literacy, oracy and artistic skills.
177. There is further scope for improving pupils' ability to debate. Further opportunities are needed to carry out independent study and use research to develop pupils' investigation and interpretation skills. Visits to various places of worship and artefacts from different faiths for pupils to see and touch would also enhance learning. Resources are only just satisfactory and are not efficiently stored.
178. There is a system of planning an assessment activity each term, but this is not followed consistently across the school.