

# INSPECTION REPORT

## **RAGLAN PRIMARY SCHOOL**

Bromley

LEA area: Bromley

Unique reference number: 101642

Headteacher: Mrs J Cassin

Reporting inspector: Mr John Tyler  
20506

Dates of inspection: 2<sup>nd</sup> to 6<sup>th</sup> July 2001

Inspection number: 192329

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Foundation
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Raglan Road Bromley Kent
Postcode:	BR2 9NL
Telephone number:	020 8460 6558
Fax number:	020 8466 1479
E-mail address	admin@raglan.bromley.sch.uk
Appropriate authority:	Governing Body
Name of chair of governors:	Mr A Clark
Date of previous inspection:	3 <sup>rd</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Tyler 20506	Registered inspector	Science Information and communication technology Physical education Equality of opportunity	The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
Jane O'Keefe 19798	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Martin Andrews 2503	Team inspector	English History Special educational needs	
Robin Coulthard 11746	Team inspector	Geography Music Religious education	How well is the school led and managed?
Irene Green 23315	Team inspector	The Foundation Stage Art and design Design and technology	
Vera Foster 1292	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
Helen Morgan 22611	Team inspector	English as an additional language	The work of the speech and language disorder unit.

The inspection contractor was: e-Qualitas Ltd  
Langshaw  
Pastens Road  
Limpsfield Chart  
Oxted  
Surrey  
RH8 0RE

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>15</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>OTHER SPECIFIED FEATURES</b>	<b>18</b>
The speech and language disorder unit	
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>19</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>23</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Raglan Primary is a large size compared with most primary schools. The 438 pupils are organised into 14 main classes, and two smaller classes for pupils with speech and language disorders. Pupils come from a broad range of backgrounds. About 9 per cent of pupils are eligible for free school meals, which is broadly similar to the national average. The number of girls and boys is about the same. The proportion of pupils who speak English as an additional language is greater than in most schools, although it is less than 4 per cent. Very few pupils are at an early stage of language acquisition. There are 82 pupils on the school's register of special educational needs, giving a proportion that is about average. However, this includes 33 pupils with statutory statements of need, which is a very high number. Most of these pupils work within the speech and language disorder unit, but are integrated for at least a part of the week and all take part in national assessments at the end of Years 2 and 6. Attainment on entry to the Reception classes is, on balance, average.

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

This is a good school with many positive features. Pupils' personal development is fostered particularly successfully. A strong emphasis on environmental education pervades almost all aspects of the school's work and gives it a distinctive character. After a very good start in Reception, pupils achieve satisfactorily through the rest of the school, attaining standards by the end that are above national expectations overall. Despite a dip in the quality of teaching in Year 4, the overall quality of teaching and learning is good, and especially so in the early and final years of the school. The leadership and management of the school have secured good improvement since the last inspection and maintained the strengths identified at that time. The school provides good value for money.

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

- ◆ The high quality of the curriculum and teaching ensure that children in Reception make rapid progress and reach standards that are above national expectations.
- ◆ Higher-attaining pupils and those with special educational needs do especially well in English and mathematics.
- ◆ Pupils in the speech and language disorder unit are supported very effectively and achieve well in relation to their capabilities.
- ◆ The school is very successful in fostering positive attitudes, values and behaviour.
- ◆ The curriculum is greatly enriched by environmental education, cross-curricular links and excellent cultural development.

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

- ◆ Aspects of lesson planning, assessment and the use of time in some lessons.

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

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

Since the school was last inspected in March 1997, it has made good improvement overall. The previous report's action points concerning provision for art, design and technology, music, and opportunities for pupils to use their initiative and think creatively have been dealt with effectively. The teaching of the youngest children has improved greatly and is now a notable strength. Results in national tests have risen satisfactorily, except that the trend in Year 2 pupils' writing results is down. The overall quality of teaching has improved since the last inspection, although some variation in quality remains.

## STANDARDS

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

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

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

\* This refers to schools with a similar proportion of pupils known to be eligible for free school meals.

Children make rapid progress in Reception and reach standards that are above national expectations overall. Standards are well above expectations in communication, language and literacy, and in personal, social and emotional development. Results in the 2000 national tests for seven-year-olds were well above the national average in reading and mathematics and above average in writing. A high proportion of pupils reached the higher level 3 in reading and mathematics. Over the last few years, the trend in Year 2 test results has been up for reading and mathematics, but down for writing. The 2000 teacher assessments for science were above average. In the work seen, standards at the end of Year 2 were above national expectations in English and mathematics, and average in science. Each year, the school agrees targets with the local education authority for the proportion of eleven-year-old pupils who are expected to reach level 4 or above in the national tests for English and mathematics. The finally agreed targets for 2001 were appropriately challenging, and the school has reached them, as they did in 2000. The trend for Year 6 test results is up in English, mathematics and science, at a similar rate to the national rise. At the end of Year 6, standards in the work seen were above national expectations in English and mathematics, and average in science. The pace of learning reduces in Year 4 and this results in some underachievement. When compared with other schools that achieved a similar overall score in the 1996 Year 2 tests, the Year 6 test results in 2000 were average for English and below average for mathematics and science. This indicates that some pupils made less progress than expected in Key Stage 2. The performance of girls and boys is not significantly different in mathematics and science, but girls are achieving more highly than boys in English.

Standards in the work seen in geography, information and communication technology, religious education and physical education were above expectations for the ages of the pupils. Standards were in line with expectations in art and design, design and technology, history, and music. Pupils' understanding of environmental issues is at a higher level than in many primary schools.

In Reception, children achieve very well in relation to their starting points and so a firm foundation is laid for their future development. Through the rest of the school, achievement is satisfactory overall. In a few aspects of learning, such as scientific enquiry and history, some pupils achieve less than they could, although standards overall are sound in these subjects. However, in information and communication technology, religious education and geography pupils achieve well on the whole. More able pupils and those with special educational needs generally achieve well. Most pupils in the speech and language disorder unit attain standards below national expectations but, in the context of their special needs, achieve well. Some reach the nationally-expected levels in tests, especially in mathematics.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and take their responsibilities seriously. They remained enthusiastic and well motivated even in the very hot weather during the inspection.
Behaviour, in and out of classrooms	Very good. During lessons and around the school, pupils behave very well. They are courteous and friendly.
Personal development and relationships	Very good. Pupils get on very well together and show respect for others' feelings and values.
Attendance	Good. Above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 and 2	Years 3 to 6
Lessons seen overall	Very good	Good	Satisfactory

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

The quality of teaching was at least satisfactory in 94 per cent of lessons seen, good or better in 66 per cent and very good or excellent in 27 per cent. It was unsatisfactory in six per cent of lessons seen. Overall, the quality of teaching and learning is good. It is best towards the early and final years of the school, with a particularly high quality in Reception and Year 6. In the lessons seen in Year 4, the quality of teaching included an unsatisfactory reduction in the pace of learning.

The teaching of English is sound and it is good in mathematics. Literacy and numeracy skills are taught effectively through other subjects as well as in specific lessons. The teaching of information and communication technology is good in the computer suite, but teachers do not plan effectively for the use of computers in classrooms and in all subjects. The quality of planning, understanding the needs of young children and expectations of what they should achieve were outstanding features in Reception classes. A particular strength throughout the school is the positive relationships fostered by staff. Teachers and teaching assistants are good at managing those pupils who find it hard to behave as required. This helps all pupils to concentrate hard on their work and take part in class discussions without interruption. Teachers' good subject knowledge of English, mathematics and religious education was seen through the clear explanations they gave, which helped pupils to understand complex ideas. Questioning was sometimes used very effectively to check and extend pupils' understanding. Pupils with special educational needs, including those in the speech and language unit, are generally supported well and so they make good progress and feel confident.

In some lessons seen, planning lacked sufficiently clear learning objectives (the precise knowledge, understanding and skills to be learned). Pupils focused better and achieved more in lessons when teachers shared clear objectives with the class and kept referring to them throughout the lesson, for example through questioning. Teachers' lesson plans sometimes do not take account of what pupils have achieved earlier, and so work does not match the needs of different groups of pupils. Small numbers of pupils sometimes make less progress than they could. Overall, however, the school caters well for the differing needs of pupils. The marking of work is sometimes not followed up to see that pupils have made improvements. Pupils are sometimes allowed too much time for tasks and work slowly. However, some teachers set challenging time targets that encourage pupils to work at pace.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Cross-curricular links and a good range of trips and visitors help to make learning relevant and interesting. Breadth is added particularly through environmental education. In history, too little time is allowed to cover topics in sufficient depth. The physical education curriculum does not meet statutory requirements because swimming is not taught. Some lessons are too long and this reduces the pace at which pupils work.
Provision for pupils with special educational needs	Good. Pupils with special educational needs have clear learning targets and their progress is regularly reviewed. Teachers and assistants offer good support to pupils with special needs. The speech and language disorder unit is effective.
Provision for pupils with English as an additional language	Good. Staff work effectively with pupils who speak English as an additional language and so they make good progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school fosters pupils' spiritual, moral and social development very effectively. Cultural development is excellent, offering pupils a wide experience of aesthetics and an understanding of and respect for people of different ethnic and cultural backgrounds.
How well the school cares for its pupils	Procedures for ensuring pupils' wellbeing are very good. Arrangements for monitoring and guiding pupils' academic progress are very good in Reception and satisfactory in the rest of the school. The monitoring and promotion of pupils' personal development is very successful.
How well the school works in partnership with parents	The school has fostered positive links with parents, who contribute significantly to their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives strong leadership with clear vision, very ably supported by the deputy headteacher and head of the speech and language disorder unit. Subject co-ordinators have been effective in developing the curriculum.
How well the governors fulfil their responsibilities	Governors support the school strongly, are well informed and are closely involved in planning for school improvement. They fulfil their responsibilities well.
The school's evaluation of its performance	Sound overall. The school monitors its performance systematically. Teaching is monitored regularly, but the impact of this has not been fully effective in ensuring a consistently high standard of teaching.
The strategic use of resources	Careful and innovative financial management supports educational development very effectively. The principles of obtaining best value are applied suitably. The school has good levels of staffing, accommodation and resources for learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Children like school.</p> <p>Behaviour is good and children are helped to become mature and responsible.</p> <p>Children are expected to do their best and good teaching helps them to make good progress.</p> <p>The school is well led and managed.</p> <p>They feel comfortable to ask questions and raise concerns.</p>	<p>The amount of homework.</p> <p>How closely the school works with them and keeps them informed of their children's progress.</p>

Inspectors agree with parents positive views of the school and, to some extent, with their concerns. Homework is generally a positive feature of learning, though there are inconsistent expectations in different years. The school works well with most parents. It is easier to arrange to speak with some teachers than with others because, for example, some take after-school clubs. On the whole, however, parents are well informed about their children's progress. The range of extra-curricular activities provided by the school is satisfactory and the curriculum is also enriched by special events, visitors and educational visits.

## **PART B: COMMENTARY**

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

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

1. Children enter the school with attainment that is, on balance, average. They make rapid progress and reach standards by the end of Reception that are above national expectations overall. Standards are well above expectations in communication, language and literacy, and in personal, social and emotional development.
2. Results in the 2000 national tests for seven-year-olds were well above the national average in reading and mathematics and above average in writing. When comparing test results with similar schools (those with a similar proportion of pupils eligible for free school meals) the same judgements apply. The 2000 teacher assessments for science were above average. A high proportion of pupils reached the higher level 3 in reading and mathematics. In the work seen, standards at the end of Year 2 were above national expectations in English and mathematics, and average in science.
3. The test results for eleven-year-olds in 2000 were well above the national average in English, above average in science and average in mathematics. Set in the context of similar schools, these results were the same, except that the mathematics result was above average. Each year, the school agrees targets with the local education authority for the proportion of pupils who are expected to reach level 4 or above in the national tests for English and mathematics. The finally agreed targets for 2001 were appropriately challenging, and the school has reached them. Standards in the work seen were above national expectations in English and mathematics, and average in science.
4. Over the last few years, the trend in Year 2 test results for reading is up, at about the same rate as the national rise. Mathematics results are also rising but at a slower rate than the national trend. The trend in writing is down, both in absolute terms and in comparison with national results, which are rising. The trend for Year 6 results is up in English, mathematics and science, at a similar rate to the national rise. Since 1996, boys have generally achieved lower scores than girls in the Year 2 and 6 English tests, but nevertheless, mostly in line with or above the national average for all pupils. The performance of girls and boys is similar in mathematics and science.
5. In the work seen in English, standards were above average, with particular strengths in reading, spelling and punctuation. Attainment in speaking and listening is also above average. Pupils achieve especially well in writing when they are given sufficient opportunities to extend and refine their work.
6. Standards in the mathematics seen were above average. Pupils work at a high level with number and pupils feel confident in this aspect of the subject. The use and application of mathematics is underdeveloped, as is the use of information and communication technology to support mathematical learning.
7. In science, pupils' knowledge is above national expectations by the end of Year 6. Their understanding and skills of enquiry are not at quite the same level and so overall standards are in line with expectations. In learning scientific knowledge, pupils generally achieve well in relation to their abilities, but higher-attaining pupils achieve less than they could in scientific enquiry.
8. Standards in the work seen in information and communication technology, religious education and physical education were above expectations for the ages of the pupils. Standards were in line with expectations in art and design, design and technology, geography, history, and music. Pupils' understanding of environmental issues is at a much higher level than in most primary schools.
9. In Reception, children achieve very well in relation to their starting points and so a firm foundation is laid for their future development. Through the rest of the school, achievement is satisfactory overall. More able pupils and those with special educational needs generally achieve well. Some pupils reached level 6 in the Year 6 mathematics tests in 2000, while almost all pupils with special educational needs reached level 3 and many reached the nationally-expected level 4. These pupils, and those who speak English as an additional language, make good progress over time. In a few aspects of learning, such as scientific enquiry and history, some pupils achieve less than they could, although standards overall are sound in these subjects. However, in information and communication technology, religious education and

geography pupils achieve well on the whole. The pace of learning reduces in Year 4, which leads to some underachievement. When compared with other schools that achieved a similar average-points score in the 1996 Year 2 tests, the Year 6 test results in 2000 were average for English and below average for mathematics and science. This indicates that some pupils made less progress than expected in Key Stage 2. Taking into account the levels at which they start, the achievement of pupils with special educational needs is good. As a result of a combination well-focused support and opportunities to participate fully in lessons they progress well, particularly in the acquisition of basic skills.

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

10. Pupils attitudes and behaviour remain very good. Pupils are clearly happy in this school and have very positive attitudes to their work. They remained enthusiastic and well motivated even during the very hot weather throughout the inspection. In lessons and around the school they are very well behaved, listen well and try hard. They are confident and friendly, and treat visitors with courtesy. They are very kind to each other and show respect for all. Relationships are very good in the school. In the playground, older and younger pupils and boys and girls play well together. The pupils' personal council has recently been established and class representatives have begun to raise various issues presented to them by their classmates. The council provides very valuable opportunities for pupils' personal development and those involved are gaining considerably from this initiative. Pupils are well rounded and mature. They take their responsibilities seriously, such as the Green Rangers who clear the playgrounds of litter at break times. The recently established playground pals initiative works very well, with older pupils supporting younger ones if they are feeling lonely or upset.

11. Pupils with special educational needs are well integrated and participate well in lessons. They listen, join in, concentrate well and show a good level of independence in the way they gets on with their work. Those with specific behaviour needs showed a positive attitude to their work in the lessons observed.

12. Pupils enjoy school and attendance is good. Annual figures are above national averages with the number of unauthorised absences approximately the same as those nationally. There has been a small but steady improvement in attendance figures since the last inspection. Registers are taken promptly at the beginning of each session with all lessons starting on time, and punctuality is satisfactory overall.

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

13. The quality of teaching was at least satisfactory in 94 per cent of lessons seen, good or better in 66 per cent and very good or excellent in 27 per cent. Overall, the quality of teaching and learning is good. It is best towards the beginning and end of the school, with a particularly high quality in Reception and Year 6. In the lessons seen in Year 4, the quality of teaching included an unsatisfactory reduction in the pace of learning.

14. The quality of planning, understanding of the needs of young children and expectations of what they should achieve were outstanding features in Reception classes. This leads to highly motivated children working at pace and at levels appropriate to their individual needs. Children have a clear idea of what they are trying to achieve and this helps them to focus successfully on what they are learning. The strong emphasis on personal, social and emotional development and literacy is very effective. In the rest of the school also, strong subject knowledge was evident in some lessons seen, most notably in English, mathematics and religious education. This enabled teachers to give precise explanations and to ask searching questions. In one lesson, the teacher confidently shared information about the life and work of Martin Luther King and asked helpful questions about what is meant by the term injustice. In a physical education lesson, the teacher gave clear demonstrations of how to grip a tennis racket and play simple ground strokes, which helped pupils to play with increasing control and accuracy. The teacher's clear instructions and demonstrations in some music lessons were very effective. Teachers in the speech and language disorder unit show considerable knowledge of the range of special needs with which they have to deal. They sometimes use signing effectively to reinforce questions and explanations.

15. Good use is made of the resources in the computer suite and this contributes significantly to pupils' success in learning the subject. Teaching is effective in the suite, but teachers do not plan effectively for the use of computers in classrooms and in all subjects. The good use of resources is also an important factor in the successful teaching of mathematics. For example, some young pupils had number squares

and lines to help them with addition problems. Some older pupils with special educational needs were effectively shown how to use counters to help understand fractions of quantities. In geography, series of lessons planned around field trips are especially effective. Pupils respond very positively to the practical activities that are planned.

16. Literacy and numeracy skills are taught successfully through their use in other subjects as well as in specific lessons. In history and geography, for example, pupils are generally expected to write about what they have learned rather than fill in blank spaces in worksheets. In science, pupils measure quantities and time and use data handling skills frequently.

17. A particular strength throughout the school is the positive relationships fostered by staff. Teachers and teaching assistants are good at managing the few pupils who find it hard to behave as required. This helps all pupils to be able to concentrate hard on their work and take part in class discussions without interruption. Pupils with special educational needs, including those in the speech and language unit, are generally supported well and so they make good progress and feel confident. The marking of work is sometimes not followed up to see that pupils have made improvements. In a few classes, the pupils' work showed decreasing attention paid to the teacher's comments and expectations through the year. Where teachers expected their comments to be acted upon pupils showed a higher level of self-motivation by the end of the year.

18. In some lessons seen, planning lacked sufficiently clear learning objectives (the precise knowledge, understanding and skills to be learned). Pupils focused better and achieved more in lessons when teachers shared clear objectives with the class and kept referring to them throughout the lesson, for example through questioning. In a science lesson about earth in space the teacher's questions constantly referred to the specific knowledge and ideas that were to be learned and this helped pupils to concentrate on the most important issues. In some lessons, teachers asked more about the quantity of work completed than the quality of the content, and this was less effective.

19. Lesson plans do not always take account of what pupils have achieved earlier, so that work does not match the needs of different groups of pupils. Small numbers of pupils sometimes make less progress than they could. In one English lesson, for instance, the higher-attaining pupils were not sufficiently challenged and made unsatisfactory progress. Overall, however, the school caters well for the differing needs of pupils, and the planning for the needs of pupils with special educational needs is good. Opportunities are missed to have pupils discuss ideas in pairs or groups, to evaluate their own work and explain things to others. In some lessons, this limited the level of their involvement and so reduced the pace of learning. Pupils are sometimes allowed too much time for tasks and work slowly. However, some teachers set challenging time targets that encourage pupils to work at pace.

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

20. The quality and range of learning opportunities are good. The school offers all pupils a wide and rich curriculum, although it does not fully meet the statutory requirements for the National Curriculum with regard to the teaching of swimming. There are good, relevant cross-curricular links. The emphasis on environmental education, which permeates many areas of the curriculum, is a notable feature. A good range of educational visits enriches the curriculum, including trips to museums, an adventure weekend for Year 4 pupils and a school journey for pupils in Year 6. Provision for extra-curricular activities is sound and the school also hires out accommodation for a wide range of after-school activities to which pupils from the school have access. Pupils have access to instrumental music tuition as part of the Bromley Youth Music Trust. The proportion of time allocated to some subjects, such as history, is relatively low and limits the depth of what can be taught. Some lessons are too long, for example when music lessons are timetabled for 70 minutes.

21. Pupils with special educational needs have full access to the curriculum. They participate fully in lessons. When they are withdrawn for special groups work is well matched to their precise needs. They benefit from working in attainment sets for mathematics. Detailed individual education plans include clear targets that are used well to ensure that pupils work at the right level.

22. The provision for personal, social and health education is good. Year 6 pupils receive sex education and drugs awareness education. There is good provision for citizenship with a recently-established school council and visits from representatives of the police and fire services. Pupils have good opportunities to increase their knowledge of the local environment. The contribution which the community makes to pupils' learning is very good. Adults act as reading helpers and those visiting the school include authors and artists.

23. The school's approach to the teaching of literacy and numeracy is effective. The school is implementing the national strategies in all classes. Pupils are taught in attainment sets in Years 2 to 6 for mathematics and there is also some setting for literacy. Extra time has been given to literacy to address the school's priority for improving standards in writing.

24. Overall, pupils' spiritual moral, social and cultural development is very well catered for and is a strength of the school. An outstanding feature of this area is the school's very strong emphasis on environmental issues. The school is rightly proud of this aspect of its work.

25. Staff are conscious of the importance of spiritual development and are very successful in providing opportunities to foster this area. In one assembly concerning the life of Martin Luther King, pupils were visibly moved on hearing that he died because of his belief in freedom and fairness. In Reception there were gasps of amazement when a real cat, a goldfish and some snails were shown to them as part of their study of living things.

26. The school's very strong ethos reflects the success of its provision for moral and social development. Moral issues have been covered through initiatives such as the 'Do your bit' homework project which encouraged pupils to think about and consider ways of saving energy. Pupils have also been involved locally in researching levels of vandalism and how it can be prevented. Staff present good role models to pupils and the school's very strong ethos has a positive effect. Social development is promoted well, with pupils given many opportunities to work together in pairs and small groups. Many outings are provided for pupils across the school and Year 6 pupils have the opportunity to attend a residential trip to the Isle of Wight. Through one of the environmental projects for Year 2, pupils were invited to read poems they had written on 'Unity' to an audience at the Horniman Museum.

27. Cultural development is well planned. Many visits are organised to museums, art galleries and concerts. Authors and musicians regularly visit the school, providing wide experiences for pupils. A strong multicultural element was introduced through an environmental project called Inspiration Africa, when pupils were given the opportunity to experience and try African art and dance. Visitors from Iceland recently came to the school to talk to pupils about their lives. Very good use of display around the school further enhances pupils' awareness of culture.

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

28. The school knows and cares for its pupils very well. Pupils feel safe in the school and say there is always someone to talk to if they have problems or worries. Local guidelines for child protection are followed appropriately. There are good procedures for dealing with sickness and first aid and all pupils say they feel well cared for by staff. Very efficient procedures are in place for ensuring health and safety for all. The policy is thorough and regularly monitored through formal risk assessments. Both the caretakers and the buildings committee of governors are very active in this area. The school works hard to promote and monitor pupils attendance, which has improved steadily since the previous inspection. Weekly checks on registers by two classroom assistants and regular visits by the education welfare officer ensure any patterns of absence or poor punctuality are followed up promptly. Rewards systems successfully encourage good attendance. Behaviour is very well promoted through the consistent implementation of the recently-redrafted policy and a well-established system of sanctions and rewards is both understood and valued by pupils. Some classes hold circle times, while others have less formalised systems for considering personal issues. Both approaches are successful. Discussions held on bullying have led pupils to feel confident that any concerns will be dealt with.

29. The arrangements for assessing pupils' attainment and progress, and for using this information to inform curriculum planning are satisfactory overall. There are particular strengths in the Foundation Stage where very detailed and useful assessment records ensure that all activities are appropriate to the

needs of individual children, and take full account of what children need to do next. Assessment systems for English and mathematics in Key Stages 1 and 2 are good, and give a clear picture of pupils' attainment. Pupil records contain a range of test results, on-going data and personal information. Although it is easy to see how individual pupils have performed in annual tests, the information is not used as effectively as it might be to set individual learning targets and to monitor individual progress over time. Procedures for identifying, monitoring and reviewing pupils with special educational needs are good. The school has begun to use pupils' self-evaluation to enable pupils to set their own targets, which is proving useful. Particular emphasis has recently been placed on assessment in Year 3, to find out whether the transition from Key Stage 1 to Key Stage 2 has any significant effect on pupils' progress. The school has begun to address the weaknesses in its use of assessment as identified in the school improvement plan. Training in the use of computerised systems of data analysis will take place in the coming weeks, to enable the school to track pupils' progress more thoroughly.

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

30. The school has fostered good links with its parents. In the survey and at the meeting parents were generally very positive about the school, although there were some concerns about the information received on pupils progress and how closely the school works with parents. Parents of pupils in one year group felt insufficiently informed by staff. Insufficient evidence was available during the inspection for the team to make further comment about this. Parents receive a good range of general information about the school and its work. The prospectus and regular newsletters are informative and useful. Teachers are always available to talk to parents after school or by appointment. In response to the school's own recent consultation with parents more information is now being provided about the curriculum, in particular the topics children will be studying. Parents appreciate this. Consultation meetings are held termly with good written reports issued in the summer term. These contain information on work covered and overall comments on progress. Some targets for improvement are included on the sections covering the core subjects. Some parents are concerned by the quantity of homework. Inspectors found that homework is generally a positive feature of learning, though there are inconsistent expectations in different years.

31. Parents are suitably involved in reviewing the progress of pupils with special educational need. The school responds well to any expression of concern by parents and explains how support will be offered. The special needs co-ordinator makes herself available during the week for informal consultation, which parents value.

32. Parents support the school very well. The Friends of Raglan School works hard to provide regular fund raising and social events. A high number of parents help regularly in the classroom and on outings. Parent governors are committed and well informed. Parents are very supportive of their children's work at school and home. They contribute significantly to their children's learning. Reading diaries are used well with evidence of strong support for pupils reading. Parents aid children's progress when researching for projects and homework tasks.

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

33. The headteacher provides strong leadership for the school. Over the past fourteen years, she has implemented a clear vision which has led to good standards. In addition, the school has enriched almost every area of the curriculum by adopting the environment as a principal focus for the work of the school. This develops in pupils responsible attitudes to conservation, both in the world at large and in their immediate experience. Through its work in this area, the school has achieved national recognition. The school's aims and the head's distinctive vision are clearly reflected in the work of the school.

34. The overall standard of subject leadership is good and is very good in some subjects. Subject co-ordinators' roles have developed significantly in recent years. In particular, they have thoroughly revised schemes of work in line with national requirements. The headteacher formally monitors the work of co-ordinators annually, reviewing developments over the year and setting appropriate new targets. Staff effectively discharge the responsibilities delegated to them. A senior management group meets as required and includes senior staff appropriate for the specific agenda. This group plays a major role in management and in deciding forthcoming priorities. An excessive burden of responsibilities has been devolved to the deputy headteacher, who has only half a day each week free from her class. This overload has now been recognised and from September she will not be a class teacher. The leadership of

special educational needs and of the speech and language disorder unit is effective. Good liaison between the unit and main school has a significant impact on the quality of learning of all pupils.

35. The governing body fulfils its statutory duties well. Governors have a thorough knowledge of the school. The chair of governors meets the head formally each week and visits the school even more regularly. Governors support school events enthusiastically, are kept well informed of all developments and are well aware of the school's strengths and weaknesses. The committees monitor their specified areas well. Governors play a significant role in the school's strategic planning. They fulfil their role as critical friend effectively and are responsible for setting appropriate targets for the headteacher. The school has successfully met recent targets for results in national tests at the end of Years 2 and 6.

36. Good procedures for the monitoring of teaching include lesson observations by the headteacher and deputy which lead to feedback and the setting of targets for development. However, monitoring has had less impact than it could because the observations and resulting targets lack sufficient rigour. The best teaching practice in the school is insufficiently shared, resulting in teaching which, despite some very good practice, is not consistent through the school. Procedures for performance management are satisfactory overall.

37. The school's plans for its future development are good. A three-year school development plan contains appropriate whole-school issues, which have recently included school self-evaluation and aspects of writing and numeracy, taking account of the different performance of boys and girls. Detailed planning contains appropriate time scales and allocations of responsibility. Planning contains appropriate longer-term initiatives and a rolling programme for reviewing all aspects of provision.

38. Careful financial management provides very good support for educational priorities. The school effectively raises additional funds through letting the school premises. Financial management systems are good and the school makes effective use of new technology in its budgeting. The school seeks to obtain best value for money when purchasing equipment or services. Any grants have been used for their designated purposes. The substantial budget surplus is earmarked for further improvements to the building.

39. There is a good match of teachers and support staff to the demands of the curriculum. There has been good staff stability in recent years, although there was one temporary teacher at the time of the inspection. Newly qualified teachers receive appropriate support in line with the school's policy.

40. The school's accommodation is good and enables effective learning to take place. Classrooms are of good size and there are several specialist areas including a computer suite, gymnasium, studio, design and technology room and three halls, one of which is used as a library and resource centre. Although there are two playgrounds, the school does not have playing fields. The speech and language disorder unit has appropriate accommodation. Creative use has been made of all available space and the school is in a good state of repair with the exception of the library and gymnasium. The computer suite is not sufficiently ventilated. Attractive displays throughout the school create an environment conducive to learning. The school is justifiably proud of its three garden areas which have been developed by landscape artists with ideas from pupils. Part of the building is used as private day nursery. After school hours the premises are hired out for children's classes and adult education. Resources to support pupils' learning are good.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41. The school should continue to raise the quality of teaching by:

- ♦ planning the precise knowledge, understanding and skills to be learned in each lesson;
- ♦ improving the use of day-to-day assessment, including following up the marking of pupils' work;
- ♦ ensuring that work is closely matched to the needs of different groups of pupils;
- ♦ using time efficiently in lessons;  
(see paragraphs 17 to 19)

42. Governors may also wish to consider the following less important issues in the action plan:

- ♦ the amount of time for each subject and the length of some lessons;  
(see paragraph 20)
- ♦ the use of information gained from monitoring the quality of teaching;  
(see paragraph 36)
- ♦ the level of scientific enquiry achieved by higher-attaining pupils;  
(see paragraph 59)
- ♦ planning for the use of computers in all, classrooms and all subjects;  
(see paragraph 71)
- ♦ the provision of swimming within the physical education curriculum.  
(see paragraph 75)

## **OTHER SPECIFIED FEATURES**

### **The speech and language disorder unit**

43. Provision for pupils in the speech and language disorder unit is good. Most pupils achieve standards below national expectations because of their special needs, but some attain nationally-expected levels, especially in mathematics. Pupils of all ages achieve well in relation to their capabilities. The quality of teaching is good and includes a high level of support from teachers, classroom assistants and therapists, which helps pupils to focus for considerable lengths of time. Consequently, pupils are interested learners, behave well and make good progress both academically and in the development of their self-esteem.

44. Pupils know and follow well-established routines. This helps them to become independent and organised learners. Relationships within the unit classes are very good. Staff are well informed about pupils' difficulties and are guided by very clear individual education plans. Signing, symbols and visual cues are used very effectively to focus attention and reinforce understanding. The good emphasis on clear verbal instructions and questioning is particularly effective in extending pupils' learning. Staff teach pupils very good strategies to help them develop their speaking and listening skills. For example, even the youngest pupils ask each other questions as they attempt to understand meanings, and they spontaneously remind one another of the need for eye contact when speaking to others. The calm and purposeful atmosphere in the unit classes, the good relationships and the well-established rules and routines make an important contribution to pupils' moral and social development.

45. Pupils are taught all National Curriculum subjects, with a good focus on speaking and listening in all activities. The careful planning, which ensures that pupils are covering similar topics to their peers in mainstream classes, allows pupils to integrate successfully into mainstream classes when the time is appropriate. Procedures for monitoring pupils' progress both academically and socially are very good. Individual education plans include very specific targets for literacy, numeracy and social skills. Plans are regularly reviewed and reinforced very well by teachers, therapists and support assistants. Systems for monitoring the progress pupils make in mainstream classes are good, and the information recorded is used well by therapists to assess progress.

46. The information provided for parents is very good. Parents are kept well informed about their children's progress and all attend annual review meetings. The management of the speech and language disorder unit is good. Although the cost per pupil is high, a significant number of pupils rejoin mainstream classes and some move on to mainstream schools at the end of Year 6.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

79

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

44

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	24	39	28	6	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	438
Number of full-time pupils known to be eligible for free school meals	42

*FTE means full-time equivalent.*

#### **Special educational needs**

YR – Y6

Number of pupils with statements of special educational needs	33
Number of pupils on the school's special educational needs register	82

#### **English as an additional language**

No. of pupils

Number of pupils with English as an additional language	19
---	----

#### **Pupil mobility in the last school year**

No. of pupils

Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	25

### *Attendance*

#### **Authorised absence**

	%
School data	4.5
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	0.1
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
		2000	37	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	34	33	35
	Girls	26	26	26
	Total	60	59	61
Percentage of pupils at NC Level 2 or above	School	95 (93)	94 (93)	97 (94)
	National	84 (82)	85 (83)	90 (97)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	30	34	32
	Girls	25	24	25
	Total	55	58	57
Percentage of pupils at NC Level 2 or above	School	87 (90)	92 (91)	90 (85)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	23	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	18	21
	Girls	28	22	29
	Total	48	40	50
Percentage of pupils at NC Level 4 or above	School	87 (84)	73 (74)	91 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	19	19	21
	Girls	27	22	29
	Total	46	41	50
Percentage of pupils at NC Level 4 or above	School	84 (71)	75 (75)	91 (87)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	2
Indian	6
Pakistani	2
Bangladeshi	2
Chinese	1
White	345
Any other minority ethnic group	16

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	20.6
Number of pupils per qualified teacher	21.3 *
Average class size	21.8 *

#### **Education support staff: YR– Y6**

Total number of education support staff	16
Total aggregate hours worked per week	239

*FTE means full-time equivalent.*

*\* These include the high ratio of staff to pupils for the speech and language disorder unit*

### ***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	3	0
Other minority ethnic groups	0	0

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

### ***Financial information***

Financial year	1999/2000
----------------	-----------

£
---

Total income	1,022,801
Total expenditure	1,032,665
Expenditure per pupil	2,311
Balance brought forward from previous year	163,479
Balance carried forward to next year	153,615

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

**Questionnaire return rate**

Number of questionnaires sent out	438
Number of questionnaires returned	117

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	3	1	0
My child is making good progress in school.	55	39	3	1	2
Behaviour in the school is good.	50	47	3	0	0
My child gets the right amount of work to do at home.	31	40	20	6	3
The teaching is good.	57	35	6	0	2
I am kept well informed about how my child is getting on.	29	45	21	2	3
I would feel comfortable about approaching the school with questions or a problem.	59	31	9	1	0
The school expects my child to work hard and achieve his or her best.	58	38	3	0	1
The school works closely with parents.	34	43	17	3	3
The school is well led and managed.	60	33	3	1	3
The school is helping my child become mature and responsible.	48	45	4	0	3
The school provides an interesting range of activities outside lessons.	35	40	14	2	9

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

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

39. There are two Reception classes, and children enter them in September or January, depending on their birth date. The age range of both classes is broadly similar. Children's attainment when they join Reception varies, but is average overall when compared with what is expected nationally. All children, including those with special educational needs, achieve very well during their time in Reception, and most children exceed the Early Learning Goals in all areas of learning by the end of the year, particularly in personal, social and emotional development, and communication, language and literacy.

40. The school has thoroughly addressed the weaknesses identified in the last inspection. Overall provision for children in the Foundation Stage is now very good. Teaching in all areas of learning is very good, and very effective assessment systems now ensure that the activities planned for are suitably challenging, take account of what children need to do next, and are firmly based on the curriculum guidance for the Early Learning Goals. Reception teachers plan together and share expertise well. Classroom assistants support children very effectively under the guidance of teachers.

#### **Personal, social and emotional education**

41. Strong emphasis is placed on children's personal, social and emotional development. Due to very good teaching, children are enthusiastic about learning, and have confidence to show their feelings. For example when children saw that large green footprints had appeared in the corridor during assembly they were puzzled, excited and curious about who or what had been into their class while they were away. They were sympathetic to a child who was initially quite troubled by the possibility of a large creature roaming the Reception classes, and they helped him overcome his fears by supportive, helpful comments. He eventually developed his own theories about the intruder, and decided that it was probably nothing to worry about. Most children behave well, and any minor difficulties are dealt with sensitively but firmly. Relationships between adults and children and amongst children themselves are very good. Children are good-humoured and support each other well in all activities. They understand the routines and rules of the classroom, and the atmosphere is always lively and purposeful. They enjoy activities directed by adults, as well as those they choose for themselves, and show very good concentration and perseverance with any task that they undertake.

#### **Communication, language and literacy**

42. All elements of this area are given equal priority. Children listen very attentively to instructions, explanations and new information. They respond sensibly to questions and volunteer opinions confidently in class discussions. For example, on seeing the footprints, one suggestion was, "A dinosaur's been here and he's gone into our classroom." Oral contributions from children are relevant to the situation and children value each other's comments and observations. Reading skills are taught very systematically and thoroughly and, as a result, most children are confident readers when they leave Reception. Writing is also taught very well, and children develop good letter formation. Independent writing is encouraged and children make very effective use of their knowledge of sounds and letters to make good attempts at simple sentences, for example, "Can you come to our picnic on Friday?" Independent writing is also promoted well in role play areas, such as in the animal hospital, where details about each animal's illness and the cost of treatment are noted by children taking the role of receptionist.

#### **Mathematical development**

43. Mathematical development is taught very well through whole class, small group, and individual activities. It is fully integrated into other areas of learning, and all opportunities for reinforcing number work and mathematical language are taken. For example, while the dinner register is being taken, a child adds symbols to a chart to denote packed lunch, school dinner or home. This requires great concentration and good listening skills to ensure accuracy. The rest of the class then discuss the information on the chart and this helps their mathematical understanding. Teachers make good use of elements of the National Numeracy Strategy to plan activities. Most children are now confident with numbers to 20, and higher attainers count and order to 100. They have a good understanding of simple addition and subtraction. A group of children were re-making a crocodile according to instructions, and had to put on

'12 lumpy bits, 20 scales' and so on. They used the 100-square very efficiently to calculate how many more they needed.

### **Knowledge and understanding of the world**

44. Children's knowledge and understanding is developing well through a broad range of well-chosen topics and activities. For example, a topic on animals has given children opportunities to learn about caring for animals, animals that are special to them, camouflage, and other features. Very good use was made of a snail and cat to look at similarities and differences, such as whether all animals breathe or have patterns on them. Very effective questioning such as, "How does the snail move along?" prompted children to use a good range of vocabulary and express their ideas clearly. Children were fascinated when they saw the snail come out of its shell. Cooking is a regular activity, and children observe the changes in ingredients as they mix and cook them. Children design their own three-dimensional models using reclaimed materials and construction equipment. The computer is used well to support learning, for example in counting and adding.

### **Physical development**

45. Physical development is well planned, and children have many opportunities to use a wide range of tools and equipment. Large muscle development and manipulative skills are given equal emphasis and are developed well through a variety of planned activities both in the classroom and other areas of the school. A particularly effective feature is the time spent with nursery children using wheeled vehicles, hoops, balls and other appropriate equipment. Children manoeuvre vehicles well and move confidently round the playground showing good awareness of others. Reception children do not have daily access to climbing and balancing apparatus, but regular sessions in the school hall adequately compensate for this. Pencil control is given a high priority and this helps children to make good progress in handwriting and drawing.

### **Creative development**

46. Provision for creative development is stimulating and varied. Children have many opportunities to express themselves through art, music and imaginative play. Attractive displays reflect a variety of techniques, for example *Minibeast Parade* with painting, printing, weaving, papier mache, and collage, and *Millenium Quilt* depicting life cycles of various animals. Children enjoy singing, and playing percussion instruments. They can interpret non-verbal instructions from the teacher by matching words to the rhythm and pitch of the message. They use percussion instruments well to portray different animal sounds and movements. Children use their imagination well in stimulating role-play areas, such as *The Rain Forest*.

## **ENGLISH**

47. The results of national tests for Year 2 in 2000 were well above average for reading and above average in writing, in the contexts of both national figures and those for similar schools. A high number of pupils reached the higher level 3 in both reading and writing. The school has a pattern of high attainment over the past three years though results for writing show a downward trend compared with the national trend. For Year 6, the English results achieved in 2000 were well above average both in comparison with national results and those of similar schools. Apart from an uncharacteristic decline in 1998 the school has sustained results well above the national average over the last few years, with a high proportion of pupils reaching the higher level 5. The school has sustained standards since the last inspection. In both key stages, girls perform better than boys and the school has identified boys' achievement as an area for improvement.

48. In the work seen, overall attainment in English is above average at the end of both key stages, with particular strengths in reading, spelling and punctuation. Attainment in speaking and listening is above average. Given that pupils leave reception with above average literacy skills, pupils' achievement in relation to their previous attainment is satisfactory. Achievement in writing is particularly good when pupils are given a wide range of opportunities to extend and refine their work. Pupils achieve less than they could in Year 4 because they have too few opportunities to write independently and fail to develop their ideas and vocabulary sufficiently. In both key stages pupils with special educational needs make good progress because work is well matched to their needs.



49. In literacy lessons, pupils listen actively to their teachers and each other when working in small groups. Throughout the school, pupils speak confidently and often expressively and make their meaning clear. Year 6 pupils gave perceptive reasons for the persuasive impact of book blurbs they had been reading and writing. In discussing books, pupils in all year groups could tell the story clearly and explain the reasons why they enjoyed reading. Activities in literacy lessons develop pupils' speaking and listening skills well but these skills are not sufficiently extended through systematically planned formal situations.

50. Throughout the school, pupils read fluently, widely and with pleasure. They use a good range of strategies for tackling new words; younger pupils use their good knowledge of letter sounds and picture clues while older pupils also refer to the context. Many pupils read aloud with confidence and expression. For example, a higher attainer in Year 2 was able to vary her voice to enliven her reading and give emphasis when the text indicated this. Pupils show a good understanding of the text they are reading. They retell the main events of the story in their own words, talk about characters and predict how the story may continue. Older pupils are able to talk about the writer's intentions and style. For example a high-attaining Year 6 pupil explained the atmosphere the author was trying to create through the use of descriptive language

51. By the end of Year 2, most pupils write simple sentences. Higher attainers produce longer stories, with interesting content, phrasing and vocabulary. Most pupils spell the most common words correctly and many make good attempts at less familiar words such as *realised* and *pestering*. Pupils have a good awareness of full stops and some higher-attaining pupils use paragraphs and commas correctly. They form their letters well and are taught to join their handwriting in Year 2, which many pupils do successfully and some very neatly. In early Key Stage 2, pupils maintain and develop the strengths in punctuation, spelling and handwriting but do not extend their written content and form sufficiently. For example, Year 4 pupils concentrate too much on English exercises at the expense of writing in a range of situations and for different purposes. Their ideas and vocabulary are underdeveloped. However, pupils have much better opportunities in Years 5 and 6 for these aspects of writing and so, by the end of the key stage, most write fluently. The writing of higher attainers shows an adventurous use of phrasing and vocabulary. They organise their writing into paragraphs and use punctuation well within sentences, for example commas and speech marks. Pupils are beginning to plan the structure of their work at both key stages. However although there are good isolated examples, insufficient opportunity is given for pupils to draft, revise and refine their writing in order to improve the quality and structure.

52. The quality of teaching is satisfactory overall. It was good in some year groups and very good in others. Teachers have a good understanding of the requirements of the literacy hour, which was reflected in the focus of their lessons. Good use is made of explanation and questioning to make pupils think. Good behaviour management helps pupils to concentrate well and they are successfully encouraged to share their ideas, which they do readily and enthusiastically. Pupils settle to their individual activities very well and work quickly and rarely have to be reminded to concentrate on their work because they understand the teachers' expectations. In some lessons, introductions went on too long, leaving insufficient time for sustained individual work. In a significant number of lessons seen, the learning objective was too broad and so it was difficult to assess whether pupils had achieved it at the end of the lesson. Although teachers give individual support and encouragement to pupils during class writing activities, in some lessons they do not sufficiently match work to pupils' different needs. The work planned for groups of pupils with special educational needs was often based on very specific learning targets and this helped them to make good progress. Literacy skills are taught well through other subjects. The quality of teaching shows satisfactory improvement since the last inspection.

53. The school has effectively implemented the National Literacy Strategy. A range of tests is used to assess pupils. A start has been made in developing individual learning targets based upon these assessments but this is not yet consistent practice throughout the school and was only seen in some lessons. The organisation and management of English is good. The subject co-ordinator is aware of the strengths and weaknesses of the subject and a number of initiatives aimed at improving speaking, listening and writing have been introduced successfully. The monitoring of teaching and pupils' work is systematic, but has not been fully successful in ensuring consistency in the implementation of initiatives such as the use of individual pupil targets and the drafting of work.

## **MATHEMATICS**

54. Results in national tests at the end of Year 2 have risen overall in line with the national trend over the last five years. In 2000, they were well above average both in the context of the national results and those for similar schools. The standard of work of pupils currently in Year 2 is above the national expectation. Standards are high in number. Pupils perform mental calculations with speed and accuracy. They add and subtract two-digit numbers, sometimes with the aid of a number line. When compared with their attainment at the end of the Foundation Stage, pupils' achievements in mathematics are satisfactory at Key Stage 1.

55. Results in the tests for Year 6 have shown an upward trend in line with the national trend. Improvement since the last inspection has been satisfactory. In 2000, the results were average when compared with national figures but above the average for similar schools. Pupils did less well than would have been expected on the basis of their earlier performance at Key Stage 1. The level of attainment of the present Year 6 pupils is above the national expectation. Standards in number remain high, with more able pupils achieving particularly well. The emphasis which the school places on the learning of tables lower down the school has led to pupils being secure in number facts which they then use, for example, to perform long multiplication and sometimes long division sums and to calculate the mean, mode and median when comparing distributions. Using and applying mathematics is underdeveloped, as is the use of information and communication technology to support learning in mathematics. Present Year 6 pupils have made satisfactory progress through Key Stage 2.

56. Overall, teaching is good, with particular strengths in Key Stage 1. The quality of teaching seen ranged from satisfactory to very good. Teachers prepare lessons well and give clear explanations which enable pupils to increase their understanding. Good use is made of resources. In a Year 1 lesson, the 100 square and counting stick were used effectively to help pupils learn how to add or subtract 1 or 10 from a given number below 100. Efficient use of time is a feature of most lessons, and so pupils make progress at a brisk pace. In one lesson, pupils were told how long they had to complete a task on number bonds and this helped to focus their attention. Although teachers set learning objectives for each lesson, these sometimes focus too much on the activities which pupils will be doing rather than what the pupils should actually be learning by the end of the lesson. In one lesson, inappropriate learning objectives contributed to pupils becoming confused when too many concepts were involved. Planning does not always address the needs of individual pupils but relies on the way that the teacher will offer support during the lesson, and this is not always effective. Systems for assessing pupils' attainment are sound, but insufficient use is made of assessment data to monitor pupils' progress and to set appropriate individual targets.

57. Pupils are mostly well motivated and sustain concentration. They are enthusiastic learners, taking a pride in the presentation of their written work. The spacious accommodation and the availability of sufficient good quality resources have a positive impact on the quality of pupils' learning. Pupils' attitudes and behaviour are good and relationships are positive. Pupils collaborate well when given the opportunity. In a Year 6 lesson for example, lower attaining pupils took turns, listened and encouraged each other in their work on functions and formulae. From Year 2, the setting of pupils by attainment has a positive impact on the quality of pupils' learning and on the standards they reach because, on the whole, it makes it easier for teachers to set work at the right levels within a class. This approach to teaching and the implementation of the school's overall numeracy strategy have resulted from successful leadership of the subject.

## **SCIENCE**

58. Teacher assessments for the end of Year 2 and test results at the end of Year 6 were above the national average in 2000. The trend in results for Year 2 is up, at a similar rate to the national rise in standards. In the work seen, standards were in line with national expectations. Pupils' knowledge is good in the three broad aspects of the subject, but their understanding and skills of enquiry are not at quite the same level and so standards are in line with expectations overall. Since the previous inspection, standards, the curriculum and resources have improved satisfactorily.

59. In learning scientific knowledge, pupils generally achieve well in relation to their abilities, although higher-attaining pupils achieve less than they could in scientific enquiry. Pupils with special educational

needs do especially well, reaching at least level 3 in the Year 6 tests and many the nationally-expected level 4. Throughout the school, pupils are inquisitive and keen to learn, behave well during lessons and work well with each other. Opportunities to plan and work together, and the study of environmental and health issues make a good contribution to pupils' personal development.

60. The quality of teaching is satisfactory overall. In the lessons seen, teaching was good in over a quarter but unsatisfactory in over one third, which was poor overall. However, scrutiny of previously completed work, discussions with pupils and the evidence of standards by the end of the school show that this is not typical. Teachers create plenty of opportunities for pupils to work together in pairs and groups, both to plan and carry out investigations. One class investigated day and night and the seasons using torches and globes. Pupils' understanding of how the earth rotates and orbits the sun was increased greatly by the practical approach, which was supported by clear explanations and good questioning. The groups organised their work well, taking turns and sharing ideas. Even in less successful lessons, the practical approach and teachers' positive relationships with pupils ensured that there was a high level of interest and concentration. Some lessons were planned with a clear time scale that helped add a sense of urgency and pace. However, the pace in one lesson reduced when pupils were told not to worry about finishing, as they would be given extra time the next morning.

61. The new scheme of work sets out how various scientific topics can be taught over time and this helps teachers to plan work for the year. Plans for individual lessons sometimes rely too heavily on the scheme of work and the associated resources, with insufficient refinement. Planning often takes insufficient account of pupils' existing level of attainment. In several lessons, higher-attaining pupils were not challenged at an appropriate level or lower-attaining pupils struggled because there had been no revision of earlier work. In a few classes, teachers rely too heavily on commercially-produced worksheets that limit opportunities for pupils to use literacy, numeracy and technological skills. Generally, however, these skills are used well. For example, Year 6 pupils are good at writing explanations of how they have carried out experiments and Year 2 pupils sort and record data in tables and carry out careful measurements. Pupils sometimes research information or use a spreadsheet to sort data and draw graphs, which is a good use of information and communication technology. Many lessons are planned without precise learning objectives and so pupils sometimes carry out tasks without having a clear idea of what it is they are aiming at. In one lesson, pupils carried out careful observations of living things, but there was no focus to their work because no scientific question had been posed. The resulting drawings were detailed, but what pupils learned was more artistic than scientific.

62. The leadership of the subject is successful in promoting an enquiry approach and ensuring that the science curriculum supports the school's aims and distinctive ethos. Plans for improvement include making better use of assessment information and helping to staff to plan the best use of resources, which are appropriate targets.

## **ART AND DESIGN and DESIGN AND TECHNOLOGY**

63. Standards in art and design and in design and technology are in line with national expectations by the end of both key stages. This reflects good improvement since the last inspection, and is mainly due to the effectiveness of the subject co-ordinators in ensuring that the subjects have a higher profile and that teachers' expertise and confidence have improved. New schemes of work have given staff clear guidance on what to do and when to do it, and show how each theme or project will develop pupils' skills in a systematic way. Both co-ordinators have monitored their subjects through talking to pupils, and looking at samples of work across year groups and so they have a clear grasp of strengths and weaknesses in the curriculum and standards.

64. A particularly strong feature of both subjects is their links with other areas of the curriculum. For example, to support their work in history, pupils in Year 6 designed and made a toy suitable for an evacuee. Most chose to make a teddy bear because they felt that this would give comfort to children away from home. Pupils in Year 5 made musical instruments to accompany poems, which were performed to children in Reception classes. Pupils in Year 3 explored shapes for simple bridging problems, which built on their learning in history, literacy and mathematics. The school places high priority on art and design and design technology within environmental education. For example, all classes took part in a quilt-making project for the Millennium. These involved the use of many skills

apart from sewing, and the results were both attractive and informative about a range of environmental issues. Both subjects contribute significantly to pupils' cultural development. For example, the school is exhibiting work at the Horniman Museum, based on a project about Africa.

65. In the lessons seen, teachers had prepared themselves well for the session and were confident in their subject knowledge. When designing a symmetrical, raised printing block, some pupils in Year 5 asked if they could fold their paper diagonally. The teacher encouraged them to experiment, knowing that the only significant effect would be to make the task harder. In the most successful lessons, teachers gave pupils time targets for each part of the session. When time limits were not set pupils did not always achieve as well as they could. Pupils are occasionally not given sufficient opportunity to discuss and evaluate their own or other's work. They talk to each other about the task in hand during lessons, but without a specific time to offer opinions.

## **GEOGRAPHY**

66. Despite a comparatively low allocation of time to geography, pupils' attainment is in line with national expectations in both key stages, as it was at the time of the previous inspection. In addition, pupils gain valuable insights from their study of the environment into physical and moral issues connected with the way people treat the world. Searching enquiries into the nature and development of the local area enable pupils to develop their geographical skills well and deepen their understanding of citizenship. Pupils achieve satisfactorily overall and often well in individual lessons and topics. The teaching observed and an analysis of written work indicated that teaching is good. Resources are carefully chosen and used. For example, in a very good lesson in Year 5, the use of a video on the course of the River Rhone was very carefully prepared so that the pupils would derive maximum benefit. Careful questioning consolidated their knowledge of relevant geographical terms and developed their speaking and listening. Pupils received good individual advice and were enabled to work well independently. The teacher communicated well her own enthusiasm for the topic, along with a high level of subject knowledge. As a result, pupils learned very well. They concentrated hard and achieved a good pace of work. They selected information carefully and achieved high standards of presentation.

67. The co-ordinator organises the subject very well. She monitors colleagues' work regularly and gives them good support. The handbook is well organised and very informative. The interesting and varied scheme of work builds well on previous skills and challenges all pupils appropriately. It provides good opportunities for writing, both factual and reflective, for example when studying the value of water in different societies in Year 4. Pupils use mathematics, including graphs to present information gained from surveys. The use of computers is well developed, for example, for researching information, presenting findings as pie charts and drawing maps. Resources are good and include field trips, for which pupils are very carefully prepared.

## **HISTORY**

68. In the work seen, standards were in line with what is expected for the pupils' ages. Pupils achieve satisfactorily overall and have good knowledge of the periods they have studied and understanding of sources of information about the past. Pupils in Year 2 described in detail the differences between life in Victorian times and the present. Pupils in Year 3 described features of an ancient Roman home, using technical vocabulary such as *hypocaust*, *archaeologist* and *mosaic*. Year 6 pupils' understanding of different ways of interpreting information about the past is not as well developed as it could be. Teachers make good use of visits and visitors as a source of first-hand information. Homework is also used well to extend learning. A good range of opportunities is given for pupils to record work in different ways. Pupils spoke of researching information from a number of sources but do not have enough opportunities to raise their own questions and pursue their own lines of historical enquiry. For example, a significant proportion of work in some books was copied notes. This was a weakness identified in the previous inspection, although overall improvement since then has been satisfactory. A revised scheme of work provides an improved framework for teaching history. However, insufficient time is allocated for the subject and so some aspects, such as the local study at Key Stage 2, cannot be taught at sufficient depth.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

69. Standards in information and communication technology are in line with national expectations by Year 2 and above national expectations by Year 6. Pupils use computers confidently. Year 2 pupils accurately drag and drop using the mouse and scroll through their work. Year 6 pupils use the spellchecker to help edit their work, use the keyboard and mouse quickly and accurately, and both save and retrieve files independently. They have a good understanding of how to make the best use of the power of technology. Some pupils, for example, ignored misspellings while entering text and waited until the end to use the spellchecker, which saved time and unnecessary actions.

70. In the lessons seen, the quality of teaching was good and this had a major impact on the pace and effectiveness of learning. One teacher made particularly good use of the network in the computer suite, helping pupils from the master station with questions and suggestions. This lesson was very well planned to make good use of information technology for a relevant purpose. Pupils were asked to write a letter direct to screen as part of their work in religious education. This led them to practise aspects of literacy, religious education and information and communication technology all at the same time and they valued their time in the computer suite. Teachers set high expectations of both work and behaviour and this led to a brisk pace and calm atmosphere. Most of the teachers seen had good subject knowledge and this helped them to ask good questions and guide pupils who were having difficulties. This also gave pupils confidence to experiment, knowing that help would be at hand, and to ask questions.

71. The computer suite is a very good resource and is used well. The inspection took place during a spell of unusually hot weather when the lack of appropriate ventilation and temperature control made the suite quite an unpleasant working environment. The school has plans to deal with this shortly. The Key Stage 2 network of classroom computers and the standalones in Key Stage 1 rooms were not used very much during the inspection. Few teachers' planning shows sufficient emphasis on the use of information technology in the classroom and in all subjects. One teacher makes good use of the new interactive whiteboard, and a training session for all staff is due soon. The subject is well led and managed. The subject co-ordinator is knowledgeable. She has a clear grasp of the relative strengths in standards and provision, based on effective monitoring of the work in the subject. The action planned for improvement is good, and includes the development of simple procedures for assessing pupils' attainment, the networking of the Key Stage 1 classrooms and further training for staff.

## **MUSIC**

72. Attainment in music has risen since the last inspection, when it was found to be below national expectations. Standards are now broadly in line in all aspects of the required curriculum. Pupils' achievements are satisfactory. A visiting teacher takes the majority of the classes. Singing is good throughout the school, both in class and in assemblies, and well supported by proficient piano accompaniments. In a full assembly, a small choir, mostly of lower-attaining pupils, sang two songs from *Joseph and the Amazing Technicolour Dreamcoat*. The rest of the school appreciated the performance greatly, eventually joining in to confirm what was an enjoyable social and cultural experience for all. The school choir is very enthusiastic and sings to a high standard. Parents greatly appreciate the quality of the regular school performances, often mounted in connection with projects on the environment.

73. In the lessons observed, pupils achieved well through tackling carefully devised tasks involving performing, composing and listening to music. Classes in Years 4 and 5 made excellent progress when they sang unaccompanied rounds, enthused by the very good teaching. They managed to maintain several parts securely. Occasional teaching of musical technicalities developed their theoretical knowledge without diminishing their enjoyment. There is no established scheme of work, but the school is amassing a good range of appropriate material. The specialist teacher is raising standards and helping staff to develop their skills and confidence in teaching music. Resources are satisfactory, but a shortage of tuned percussion instruments limits the scope of some activities. Lessons are rather long and it is therefore very hard to sustain the rate of progress seen in some lessons.

## **PHYSICAL EDUCATION**

74. On the evidence of the work seen, standards by the end of the school are above national expectations. When pupils throw, catch or strike a ball they do so with good control, accuracy and timing. In their movements, they are well balanced, change direction quickly and have a good awareness

of the space around them. Some younger pupils moved fluidly and accurately in a rehearsed dance, keeping good time and working well together. In the lessons seen, the quality of teaching ranged from good to unsatisfactory, and was satisfactory overall. Games lessons are well planned to include a variety of interesting activities for individual skills work, small-group practice and team play. Lessons varied in pace and the level at which teachers set expectations. In one lesson, Year 4 pupils were constantly being challenged to learn and practise new tennis skills. Demonstrations were precise and helpful but quick and this, together with the range of activities, helped pupils to retain their interest and concentration. Pupils were praised and questioned in relation to the specific skills being learned. In another lesson, there were times when pupils lost their concentration because activities took too long and questions and guidance were insufficiently challenging. Pupils were often given general praise but not asked to evaluate their own performance.

75. The curriculum is planned well to develop skills systematically and enhanced by a good range of extra-curricular activities, especially competitive sports. The school has had considerable sporting success, for example recently reaching the finals of a national hockey competition. Resources for physical education are good and staff have received training in their use. The accommodation for work inside is good, with a separate gymnasium, although this needs maintenance work carried out, which is planned by the school. The lack of a field limits opportunities slightly. A weakness in the curriculum is the lack of swimming. The co-ordinator leads the subject with enthusiasm, sets a clear vision of how it should develop and is sufficiently knowledgeable to be able to support colleagues.

## **RELIGIOUS EDUCATION**

76. Attainment has risen since the last inspection and is now above that expected by the locally agreed syllabus. Pupils gain a thorough knowledge of Christianity and, in Key Stage 1, also study aspects of Judaism and Hinduism. A strength of the scheme of work and the teaching is the opportunities pupils regularly have to consider their own views and attitudes. In Year 2, they develop empathy with the Good Samaritan and discuss the importance of helping people. In Year 6, through studying Martin Luther King, they understand the need for courage in defending beliefs. They also extend their knowledge of other religions.

77. The teaching seen was good overall, and sometimes very good. Teachers have good subject knowledge and use questioning well. This enables pupils over the whole range of ability to learn effectively to develop their thinking, understanding and speaking. Teachers recount stories vividly, for example the story of Ruth in a Year 2 lesson. As a result, pupils sustain their concentration well and are keen to achieve high standards. Pupils have very good attitudes in lessons and enjoy the carefully-chosen and well-presented topics.

78. Religious education is very well co-ordinated. The scheme of work and handbook provide teachers with substantial information and guidance which help them to teach confidently. The subject co-ordinator monitors written work and occasionally supports other teachers in the classroom, which is effective. Resources are very good in range and quality and are used well to bring topics to life. During the inspection, a Hindu visitor gave Year 1 pupils much information about rituals, symbolism and the use of artefacts in Hindu worship. Religious education provides very useful opportunities for pupils to develop their spiritual, moral, social and cultural understanding.