

INSPECTION REPORT

Perry Hall Primary School
Orpington

LEA area : Bromley

Unique Reference Number : 101640

Headteacher : Mr R Boshier

Reporting inspector : Mrs S D Morgan
1355

Dates of inspection : 22nd – 26th November 1999

Under OFSTED contract number: 706590

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

INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	County
Age range of pupils :	4-11
Gender of pupils :	Mixed
School address :	Perry Hall Road Orpington Kent BR6 0EF
Telephone number :	01689 820313
Fax number :	01689 897669
Appropriate authority :	Governing Body
Name of chair of governors :	Mr P Brett
Date of previous inspection :	May 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs S D Morgan	Science	Attainment and progress
	Information technology	Attitudes, behaviour and personal development
	Design and technology	Teaching
		Efficiency
Mrs E Dickson	-	Attendance
		Pupils' spiritual, moral, social and cultural development
		Support guidance and pupils' welfare
		Partnership with parents and the community
Ms S Bubb	English	Special educational needs
	Music	Staffing, accommodation and learning resources
Mrs J Martin	Mathematics	Leadership and management
	Religious education	
	Physical education	
Mrs J Catlin	Areas of learning for children under five	Equality of opportunity
	History	Curriculum and assessment
	Geography	
	Art	

The inspection contractor was:

Qualitas Education Consultants
 Wickham Court
 Layhams Road
 West Wickham
 Kent BR4 9HH

0181 777 1103

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 33 Kingsway
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MAIN FINDINGS

What the school does well

- The teaching is very good and pupils make very good progress throughout the school.
- Standards are high in English, mathematics and science.
- The headteacher provides excellent leadership and is very effectively supported by the senior management team. They have established very effective strategies for raising standards.
- Governors are very knowledgeable and provide a significant contribution to the overall management of the school.
- Teaching for pupils with special educational needs is very effective and they make very good progress.
- The excellent ethos of the school is reflected in pupils' positive attitudes to learning, their very good behaviour and very good relationships throughout the school.
- Very good curriculum planning ensures that pupils in the same year receive similar experiences and that their learning builds on and extends earlier work.
- The school has a very good programme of extra curricular activities which provides pupils with a wide range of learning opportunities.
- The strong partnership with parents has a very beneficial effect on pupils' progress.

Where the school has weaknesses

The school has many strengths and no significant weaknesses. A few less important weaknesses were identified during the inspection. These are listed below and should be considered for inclusion in an action plan, which will be sent to all parents and guardians of pupils at the school.

- Ensure that teachers do not miss opportunities for pupils to discuss, collaborate and think for themselves.
 - Ensure that teachers fully use computers in classrooms to support work covered in specialist information technology lessons.
- Improve the range of non-fiction and books to challenge the best readers (as planned).
 - Seek to improve space in Key Stage 2 classrooms, as cramped conditions have a detrimental effect on learning in some practical lessons.

How the school has improved since the last inspection

The school has made a very effective response to all of the issues raised by the last inspection report in 1996 and progress has been very good. Standards have risen and the quality of teaching has improved. The school is very well placed to sustain the high standards of attainment and to make further improvements.

Standards in subjects

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

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

The information shows that standards in English, mathematics and science are well above average or very high when compared with all schools. Standards in English are well above average when compared with similar schools. In mathematics and science they are very high when compared with similar schools. In information technology standards are average and in religious education they are good. Standards in other subjects are good. Standards have improved since the previous inspection. By the time children reach the age of five, almost all will achieve the expected standard across the range of their work.

Quality of teaching

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

Teaching is satisfactory or better in 98 per cent of lessons. In 31 percent, it is very good. Teaching was unsatisfactory in 2 per cent of lessons seen. The best teaching was in Years 1 and 4 where over 50 per cent of the lessons were very good. There has been an improvement in the quality of teaching since the previous inspection. The teaching of pupils with special educational needs is very good.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

'Satisfactory' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour in lessons and around the school is very good.
Attendance	Attendance is good and has a positive effect on pupils' attainment and progress.
Ethos*	Excellent. Pupils are very responsible and take pride in their work. They work hard both in lessons and on homework set. Relationships are very good. Staff are committed to creating a purposeful and supportive atmosphere to promote high achievement.
Leadership and management	Excellent leadership by the headteacher, very good support from the senior managers; governors are effective and knowledgeable; monitoring is thorough and detailed and focused on improving standards.
Curriculum	Very good curriculum planning. Improved planning for information technology. Very good range of after school clubs.
Pupils with special educational needs	Very good provision enables pupils to make very good progress.
Spiritual, moral, social & cultural development	Very good provision for moral development. Good provision for spiritual, social and cultural development.
Staffing, resources and accommodation	Good overall. Good professional development of staff. Good resources except some deficiencies in the range of non-fiction, and books to challenge the best readers. Accommodation satisfactory, except the lack of space in Key Stage 2 classrooms for practical activities.
Value for money	Very good.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • The encouragement given to parents to take part in the life of the school. <ul style="list-style-type: none"> • The school is approachable if there are problems. • The school provides them with a clear understanding of what is taught and keeps them informed about progress. • The school enables children to achieve good standards and encourages them to get involved in more than just daily lessons. <ul style="list-style-type: none"> • Parents are satisfied with the work their children are expected to do at home. • Parents are positive about the school's values and attitudes and the standard of behaviour. • Their children like school. 	<ul style="list-style-type: none"> • No significant concerns were raised by parents.

Over 50 parents attended the parents' meeting held before the inspection, and 45 per cent of the questionnaires were returned. Parents, both in the questionnaires received and at the parents meeting, were extremely positive about all aspects of the school. They see the school as the "Perry Hall family" and said that all teaching and support staff were committed to the work of the school. Their hard work and dedication were valued. Parents also expressed the view that any support the school received was valued, and they were very happy with the standards achieved and the positive attitudes and values which the school promotes. The positive views were supported by the inspectors' findings.

KEY ISSUES FOR ACTION

The school has many strengths and no key issues for action were identified during the inspection. Some less important weaknesses should be considered for inclusion into an action plan. These are indicated in the listed paragraphs:

ensure that teachers do not miss opportunities for pupils to discuss, collaborate and think for themselves; 41, 116, 133, 153

ensure that teachers fully use computers in classrooms to support work covered in specialist lessons; 43, 86, 89, 129

improve the range of non-fiction books and texts to challenge the best readers (as planned); 86, 108

the governing body should use its best endeavours to provide more space in Key Stage 2 classrooms as the cramped conditions have a detrimental effect on learning in some practical lessons. 85, 124, 137, 141

INTRODUCTION

Characteristics of the school

1. Perry Hall is a large primary school with 374 pupils in Year 1 to Year 6. At present there are 38 full time pupils in the reception classes, of these fourteen are over the age of five. Two reception classes started in September with nineteen children in each class. In January 2000, both classes will increase in size and have 30 children.

2. The proportion of pupils claiming entitlement to free school meals is approximately twelve per cent; this is broadly in line with the national average. Just fewer than two per cent of pupils speak English as an additional language. This is a little higher than most schools. There are slightly more girls than boys in most year groups. The school draws its pupils from an area which is socially and economically mixed. The overall attainment of pupils when they start in the reception class is average. There are 70 pupils on the register of special educational needs from reception to Year 6. This is about 17 per cent of the school population, and is an average figure, most are on the lower stages of the special needs register. Less than one per cent of pupils have statements of special educational need. This is below the national average.

3. There have been some staff changes since the previous inspection. During the last two years, four teachers have left the school and five have been appointed.

4. The school's mission statement states that Perry Hall "is a caring school that will strive to provide each child with the best learning experiences possible by:
encouraging and guiding each pupil to develop their learning skills to the best of their potential;
developing a sense of dignity and self-respect within each child so that they form an understanding of their role and responsibilities in society and an increasing concern for the rights and concerns of others."

5. The aims of the school are published in school and parent documentation. They focus on:
providing a stimulating environment where the children feel happy and secure;
striving to fulfil the potential of every child;
encouraging all pupils to work both independently and in co-operation with others whilst at the same time fostering a sense of self-esteem and respect for others;
developing qualities of dignity, perseverance and commitment;
working in partnership with parents.

6. The school's key priorities for the current year in the school development plan include:
raising overall standards of attainment in mathematics, related to implementation of the National numeracy strategy;
raising overall standards of attainment in information technology;
improving the progression and continuity of pupils' learning experiences, as they transfer between key stages;
a review of provision for early years;
an evaluation and review of the present policy for religious education.

7. The criteria for admission to the school are listed in priority order in the prospectus. They follow the guidance provided by the local education authority. Priority is given to children who have a brother or sister at the school at the time of admission, and the second criterion is the proximity of the home to the school.

8. Targets for attainment, at the end of Key Stage 2, have been agreed by the governors for the next two years. For the year 2000, they are in English for 78 per cent of pupils to achieve the expected level 4 or above and in mathematics for 76 per cent of pupils to achieve level 4 or above. For the year 2001 targets are, 93 per cent in English and 86 per cent in mathematics. These figures have been based on tests administered by the school.

Key Indicators

9. Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	25	38	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	22	24	23
	Girls	36	37	34
	Total	58	61	57
Percentage at NC Level 2 or above	School	92(95)	97(98)	91(97)
	National	82 (80)	83(81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	23	23	24
	Girls	37	34	35
	Total	60	57	59
Percentage at NC Level 2 or above	School	95(97)	91(97)	93(97)
	National	82(81)	86(85)	87(86)

1

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

10. Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	30	34	64

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	22	28	28
	Girls	31	31	33
	Total	53	59	61
Percentage at NC Level 4 or above	School	83(82)	92(77)	96(87)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	22	29	27
	Girls	31	32	34
	Total	53	61	61
Percentage at NC Level 4 or above	School	83(92)	95(85)	96(97)
	National	68(65)	69(65)	75(72)

11. Attendance

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

		%
Authorised Absence	School	5
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

12. Exclusions

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

	Number
Fixed period	0
Permanent	0

13. Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	31
Satisfactory or better	98
Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

14. The attainment of **children under five**, when they enter the reception classes, is in line with that expected nationally. By the time children reach the age of five, almost all will achieve the expected desirable learning outcomes. Overall, children make good progress in both classes.

15. Good progress is made in developing language and literacy skills. They listen well to stories and higher attaining children are beginning to discuss their preferences and can recognise rhyming words. Higher attaining children are working towards level 1 of the National Curriculum in their reading. Lower attaining children are developing strategies to help them read, including recognition of initial sounds. Children's writing is of a good standard. Higher attaining children can write their names and make good attempts at spelling independently using their phonic knowledge. Children with special educational needs dictate text for an adult to write for them.

16. Children make satisfactory progress in early mathematical development. They can name shapes such as circle, square and triangle. Good progress is made in number recognition to ten and many children can form nearly all their numbers correctly. Children can sort objects using simple criteria such as colour and size.

17. In both reception classes, children make good progress in their personal and social development. They develop confidence and play co-operatively. They listen to and show respect for adults as well as other children. They follow simple instructions, take turns and recognise the difference between right and wrong. There is good development of children's physical skills. Their manual dexterity is well developed by the time they are five. Physical education is timetabled and a range of planned activities enable children to make good progress.

18. Satisfactory and often good progress is made in children's knowledge and understanding of the world. Children benefit from a good range of experiences to support scientific learning and they record their findings using pictures and writing. They use a range of materials and tools and progress in the development of computer skills is good. Children make good progress with their creative development. They enjoy experimenting with musical instruments and singing. They experiment with materials such as "dough" to make various artefacts and express their ideas through painting. Through role play in the home corner, they spontaneously develop their own situations.

19. By the end of Key Stages 1 and 2, pupils' **attainment** is above or well above the national average and expectation for their ages in almost all subjects. At Key Stage 1, current attainment in the core subjects of English and mathematics is well above average, and in science it is above average. By the end of Key Stage 2, in the main core subjects, current attainment is well above average. Attainment at the end of both key stages in information technology is in line with that expected nationally. In religious education, pupils' attainment is above that required by the local Agreed Syllabus. Standards have improved since the time of the previous inspection.

20. Overall results of the 1999 **national tests**, at the end of Key Stage 1, show that attainment in English and mathematics is well above the national average. In science, teacher assessments show that attainment was above the national average at the expected level 2 and well above at the higher level 3. At the end of Key Stage 2 in 1999, national test results were well above the national average for English and mathematics and very high for science. When compared to last year, results are similar in English and show an improvement in mathematics and science.

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

22. Pupils make very good progress overall, both in the lessons observed and as seen in previously recorded work. In almost all of the lessons observed progress was at least satisfactory. In seven out of ten lessons it was good or better,

and in almost a third it was very good. Pupils with **special educational needs** make very good progress as a result of the early identification and support for their problems. Their self-esteem and confidence also improve as they move through the school. Many achieve or nearly achieve the national standard in English, mathematics and science at the ages of seven and eleven. Pupils who speak English as an additional language make very good progress and work is planned to meet their needs.

23. Attainment in **English** is well above average at the end of both key stages. All pupils make very good progress as they move through the school. They listen very well and speak with confidence, answering questions and expressing opinions clearly. Throughout the school, pupils read very well. By the end of Key Stage 1, pupils with special needs use a variety of ways to work out unknown words. By the end of Key Stage 2, pupils read expressively and fluently, and can discuss episodes and characters in stories. Pupils' writing is confident and often entertaining, and few pupils' work is below average. By the end of Key Stage 1, pupils write in logical order and spell common words correctly. Many write in sentences and the highest attainers join clauses using *so*, *but* and *and*. By the end of Key Stage 2, pupils use rhythm and rhyme patterns to create their own poems. They are able to write extended stories and use interesting words. Handwriting is satisfactory.

24. Pupils' high levels of **literacy** make a significant contribution to their successful learning in other areas of the curriculum. Pupils follow spoken and written instructions, and so can work with a good degree of independence. They write in a variety of forms, for example recording accounts of experiments in science and factual writing in history. High standards of writing are maintained across the curriculum and pupils develop a good technical vocabulary in subjects such as science and information technology.

25. Attainment in **mathematics** is well above average at the end of both key stages. Progress throughout the school is very good for all pupils. By the end of Key Stage 1, pupils have a secure understanding of place value and can add two digit numbers within a hundred mentally. They approach problem solving with confidence and collect data and record it using graphs and charts. Higher attaining pupils have good knowledge of the properties of two-dimensional shapes and can tell the time accurately. Many pupils know their two, five and ten times tables. By the end of Key Stage 2, pupils have good recall of multiplication tables and can apply this knowledge. Pupils calculate accurately using different operations, make sense of number problems, and know when their answers are reasonable and check them. They calculate perimeters and areas of four sided shapes and investigate the relationship between percentages and fractions. Pupils are able to interpret a wide range of graphs.

26. Pupils have satisfactory opportunities to use and apply their **mathematics in other subjects**. In Key Stage 1, for example, pupils collect data on rainfall and record the results as bar graphs, using computers. In design and technology, they weigh ingredients, accurately measure materials for practical work and record results using tables. Pupils represent recorded data using tables and graphs in science.

27. At the end of Key Stage 1, pupils' attainment in **science** is above average and it is well above average at the end of Key Stage 2. Progress throughout the school is very good. The very good quality of written work has a positive impact on standards achieved. By the end of Key Stage 1, pupils work on practical investigations with a good degree of independence and share their ideas. They systematically plan their work and record their observations. By the end of Key Stage 2, pupils have a good understanding of how to set up a fair test and they develop their understanding of a wide range of scientific facts.

28. By the end of both key stages, standards of attainment in **information technology** are in line with those expected nationally. Progress in the lessons observed was very good and pupils have made satisfactory progress over time. Pupils are using computers for the full range of applications required by the National Curriculum. By the end of Key Stage 1, pupils can access a range of programs. They can use them with confidence to produce bar graphs, text and music. They print their own work. By the end of Key Stage 2, pupils can open files and save their work independently. They further develop their data handling skills, and are able to copy and import images into their work.

29. Pupils make good progress in all **other subjects**. In **religious education** pupils' attainment is above the requirements of the local Agreed Syllabus. They make good progress in developing their understanding of religious and moral issues and in their knowledge of different world faiths. Younger pupils learn to identify things that are

important to themselves and others, and begin to explore their feelings. By the end of Key Stage 2, pupils are able to discuss reasons for moral actions and begin to appreciate that life styles are affected by different beliefs. Opportunities to experiment using a wide range of materials, tools and techniques are provided in **art**. Pupils are able to apply the skills learnt in art to support their work in a variety of subjects and achieve good standards. The standard of work seen in **design and technology** is above expectations for the pupils' ages. Pupils are able to use a wide range of materials and processes. They think about the materials they will need and older pupils undertake detailed evaluations of their work and record the results. Pupils achieve good standards in **geography**; younger pupils develop their geographical skills through involvement in practical activities. By the end of Key Stage 2, pupils understand how to identify physical features by interpreting contours on maps. They are able to make comparisons between their own locality and other towns and identify the elements that give a locality its character. In **history** pupils achieve good standards throughout the school. In Key Stage 1, they develop a sense of the past and of chronology by comparing old and modern objects and the lives of people who lived in the past. By the end of Key Stage 2, many pupils show a good understanding of aspects of differing periods in history. They use a range of sources to find out about the past and suggest reasons for and the consequences of past events. **Music** plays an important part in the life of the school and standards are good at the end of both key stages. Pupils sing tunefully. Key Stage 1 pupils can tap and clap a rhythm, understand basic ideas about pitch, and use a range of tuned and untuned instruments. In Key Stage 2, pupils compose imaginative pieces of music and collaborate well in groups. They perform with confidence and a very large proportion of pupils receive instrumental tuition from peripatetic teachers. Throughout the school, pupils receive a good range of **physical education** activities. All pupils show a good understanding of the effect of exercise on their bodies. By the end of Key Stage 2, standards in swimming are in line with those expected of pupils of similar ages.

Attitudes, behaviour and personal development

30. Pupils enjoy school and their responses in the lessons observed were always satisfactory and almost always good or very good. This is a similar picture to that reported at the time of the previous inspection. The school fosters an atmosphere in which pupils are encouraged to take a pride in their work and develop very good learning skills. The personal and social development of children under the age of five is good. They are happy and content to be in school, develop good levels of confidence and play co-operatively. Children converse with each other and familiar adults. They listen to, and show respects for, adults and other children.

31. In both key stages, pupils are very positive in their attitudes to learning. They share resources well, for example, when two pupils use a single computer in the computer suite. They follow instructions and work well in pairs and in groups. Pupils show interest in their work. Older Key Stage 2 pupils are very mature; as soon as they enter the classroom they get out their books and prepare to start work. Pupils collect and clear away resources with a minimum of fuss. Key Stage 2 pupils are very sensible when working on practical activities in class, and although space is limited, they co-operate well. This has a positive effect on the amount of progress made. Older pupils are able to sustain concentration when working on individual tasks. In all classes, pupils are keen to participate in whole class discussions and show confidence when putting forward their ideas.

32. Pupils with special educational needs behave very well in lessons and have positive attitudes to their work. High levels of motivation and enjoyment are evident in sessions with special needs staff. Pupils see themselves as part of the "Perry Hall family"; they like working hard and try their best. They enjoy getting extra help with their work in the classroom and going to the special needs room.

33. Behaviour both in lessons and around the school is very good. The behaviour of children under the age of five is also very good. Relationships throughout the school are very good and pupils respond very well to each other, their teachers and other adults who work in the school. Pupils are courteous and polite, they are very keen to talk about what they are doing and take great pride in their work. They show respect for property and take care of the equipment they use. In discussions with inspectors, they showed clearly that they understood disciplinary procedures and commented that good behaviour is recognised and encouraged. Older pupils showed a strong sense of community and said that the school is "like a big family, everyone gets on and you make friends quickly". They said they were encouraged to look after each other, that any form of bullying was rare and any incidents were sorted out quickly. There have been no exclusions during the past year.

34. Pupils are given a range of responsibilities. In class, pupils undertake a variety of tasks, such as giving out books, collecting the register and helping in assembly. Older pupils are encouraged to show visitors around the school. They also look after younger pupils, for example, reading or singing with children in the reception class at the end of lunchtime. Parents commented that children are encouraged to take care of others and that relationships in the school are very good.

35. Parents are very positive about the attitudes and values the school promotes. At the parents' meeting held prior to the inspection they commented that there was a family atmosphere in which all children were valued and were encouraged to take care of others and feel proud of their achievements. They commented that their children are very happy and like coming to school. These views were confirmed during the inspection.

Attendance

36. The attendance of pupils is good in all years and averages around 95 per cent. There is no unauthorised absence. Pupils usually arrive punctually for school and for lessons. Their good attendance and punctuality have very positive effects on their attainment and progress. Registers are marked appropriately, with all absences accounted for. The key issue from the last inspection on the completion of registers has been fully addressed.

QUALITY OF EDUCATION PROVIDED

Teaching

37. The core subjects of English and mathematics were observed being taught in all classes. Science was observed in every class in Key Stage 2 and both Year 2 classes. Information technology was observed being taught in almost all year groups. Little direct teaching was observed of some subjects such as geography. Discussions were held with pupils about their past work in subjects such as geography and music to find out about their level of knowledge and their recall of the work that had been covered. Evidence from the school's planning, scrutiny of pupils' books and work displayed was also taken into account. Children under five were observed being taught across the range of desirable learning outcomes. In other subjects, some classes were observed being taught and work was scrutinised to give some indication of the teaching methods used.

38. Overall, the quality of teaching is very good. It was at least satisfactory in almost all lessons. In seven out of ten lessons, it was good or better and in just over three out of ten it was very good. The very good quality of teaching has a very positive impact on pupils' attainment. The best teaching was observed in Years 1 and 4 where over a half of the lessons were very good. There has been an improvement in the quality of teaching since the previous inspection. A significantly higher proportion of satisfactory, good or very good lessons were observed. The quality of planning has improved. Lessons now have clear learning objectives, work is much better matched to pupils' needs and there has been an improvement in teachers' expertise.

39. The quality of teaching for children under the age of five is good overall. There has been an improvement in teacher expertise since the previous inspection. Teachers have a clear understanding of how children learn. They plan work carefully to meet the needs of each child. Emphasis is placed on the development of literacy and numeracy skills, and teachers question carefully to check children's understanding of the work covered. Teachers develop children's understanding of acceptable behaviour and encourage children to share their work and successes. Assessment procedures are very good and good provision is made for children who have difficulties with their learning or social development. Good use is made of support staff and they have regular involvement in assessing and recording children's progress.

40. Teachers have a good knowledge and understanding of the curriculum at both key stages. This is an improvement since the previous inspection. Particular focus is being placed on further improving teachers' expertise in information technology. Teachers are working alongside a colleague who is very experienced in using information technology and

this is proving effective in ensuring that all applications required by the National Curriculum are being taught at an appropriate standard. In English, mathematics and science, teachers have good subject knowledge and this leads to pupils making very good progress.

41. Teachers expect all pupils to work hard and produce work of good quality. Pupils' books are very neat and well presented. Emphasis is placed in the teaching of all subjects on the need for correct spelling and punctuation. This has a positive impact on progress made. In the best lessons, for example in mathematics, there is a very good balance of direct teaching, discussion, practical and written work. Teachers also effectively extend pupils' vocabulary, using words such as "prediction" with Key Stage 1 pupils, and terms such as *metamorphosis* and *exoskeleton* in Key Stage 2 science lessons. In some English, mathematics and religious education lessons, however, teachers miss opportunities for pupils to discuss, collaborate and think for themselves. The need to provide more opportunities for collaboration was mentioned in the previous report.

42. Teachers in each year group plan work together. This is effective in sharing good practice and ensuring that pupils in the same year have the same curriculum. All planning now has clear learning objectives with indications of how activities are assessed. Work is now well matched to the needs of individual pupils. This is an improvement since the previous inspection. In the best lessons, pupils were told of the aim of the lesson in very practical terms. This enabled them to have a clear understanding of what they should learn during the session. Very good use is made of whole class sessions at the end of lessons, to discuss and review the work completed, and further develop pupils' understanding. The work of support staff is well organised and planned, and this contributes to pupils' learning.

43. Teachers manage the pupils in their classes very effectively and maintain very good discipline. Good classroom routines are established which ensure that teachers make very good use of the time available. However, in a very few less effective lessons, teachers did not manage group or practical activities effectively. The wide range of resources available are very effectively used by teachers to support pupils' learning. During the inspection, however, teachers made limited use of computers in classes to consolidate the work covered in specialist information technology lessons. Relevant homework is regularly set and this makes a significant contribution to pupils' very good progress in subjects such as English, and is an improvement since the previous inspection. The quality of marking is good. It is most effective where it details what pupils have done well and what they need to work on to improve.

44. Pupils with special educational needs and those who speak English as an additional language are consistently taught very well. The special needs teachers and the additional literacy support assistant plan and teach work which is very well matched to individual education plan targets. They mark this work carefully and give encouraging feedback to pupils and this helps them understand how to improve their work. This ensures that pupils make very good progress. Teachers use very good resources which are closely matched to pupils' needs. Class teachers take care to ask appropriate questions and check pupils' understanding. They give clear explanations and structure the work carefully so that the pupils can understand step by step. Class assistants and volunteers give intensive help in the classroom and liaise well with teachers to maximise their effectiveness. Homework has the right level of challenge and makes a significant impact on the progress of pupils with special educational needs. All staff know their attainment and needs well, and have high but realistic expectations of their behaviour and progress. Success is praised at every stage, and this has a good effect on pupils' self-confidence. Setting arrangements in Key Stage 2 for literacy and numeracy, help ensure that work is well matched to the needs of higher and lower attaining pupils and this has a positive impact on the progress made.

The curriculum and assessment

45. The quality of the curriculum has improved since the last inspection and is now very good. The school provides a broad, balanced and relevant curriculum. There is due emphasis on English and mathematics in both key stages, with effective implementation of the national literacy and numeracy strategies. Compared to the last inspection, there are now better opportunities for the pupils to use information technology. There are considerable strengths in curriculum planning. Teachers in each year group plan together, this ensures that pupils receive similar experiences and that learning builds on and extends earlier work. Cross-curricular planning is also good and this helps to make the curriculum interesting for the pupils, so that they are well motivated in their learning.

46. Statutory requirements for the curriculum are met. The school makes good provision for pupils' personal and social education. Sex education is taught and parents are informed appropriately and health education encompasses drug awareness. The school has a clear written policy on equality of opportunity and curriculum entitlement is secure for all pupils. The staff have worked hard and successfully improved the match of work to pupils of differing attainment so that pupils, including the higher attainers, make very good progress overall. Setting arrangements for literacy and numeracy in Key Stage 2 are a good feature and have a positive impact on raising standards.

47. The curriculum for children under five is based in the desirable learning outcomes and effectively linked to the National Curriculum and the national literacy strategy, so that children make good progress overall. At both key stages, there is an overall curriculum map, showing how the National Curriculum and the school's curriculum will be taught over time. Schemes of work for different subjects are now in place. They vary in their level of detail but are at least satisfactory and in many cases good. Long and medium term planning is undertaken through staff meetings and in this way, the teachers are able to ensure progression in the pupils' learning from year to year and term to term. The quality of short term planning has significantly improved since the previous inspection. Pupils in the same year in different classes are taught the same things.

48. The curriculum meets the requirements of pupils with special educational needs very well, because of the high quality provision for their needs. There are very effective early screening procedures to identify pupils who need additional support, and needs are diagnosed accurately. Pupils are successfully supported in their classes, and withdrawn for intensive help. This has been carefully thought through to ensure that pupils receive the support they need in the most conducive environment. Individual education plans with detailed targets and appropriate strategies are drawn up and followed by all staff. Assessment procedures are very good, and all information is used to plan future work.

49. There are very effective strategies in place to provide governors with a good oversight of the curriculum. The school works through a programme of policy review and policies are discussed with the governors' curriculum committee when they are nearing completion. Subject leaders helpfully discuss policies with the committee. This committee also reviews assessment data for the school.

50. The curriculum is enriched through an extensive range of after school clubs, including sports, art and music. Extra curricular physical and sporting activities run by parents, teachers and coaches are of very good quality. All activities are well attended. The pupils' learning is also enhanced through a good range of educational visits and visitors and this has a positive effect on their attainment and progress.

51. There are considerable strengths in the school's assessment procedures and the use of them to inform curriculum planning. The issues related to assessment identified in the previous inspection have been dealt with appropriately. There is now consistency in the quality of assessment and recording across all subjects; assessment now informs teachers' future planning; and there has been a whole school review of the assessment and record keeping policy.

52. Baseline assessment is being appropriately administered for pupils in the reception class and the use of this data to inform teaching is rigorous. Informal notes and assessments on individual children are helpful and are linked to standards identified in the desirable learning outcomes, or to learning objectives identified for them in medium and short term planning. The early years' record is based on the desirable outcomes, so the children's progress towards these standards is clearly monitored or recorded.

53. Medium term plans throughout the school are detailed and identify assessment opportunities or techniques. Teachers maintain records of learning intentions and outcomes in all subjects, although on occasions the learning aims and objectives are rather too broad. A range of formal assessments is being used through the school, mainly in English and mathematics. These include reading tests and optional National Curriculum tests. The assessment co-ordinator has a very useful action plan showing when all these various assessments will take place during the year, and how the analysis of this data will inform school development planning. Potentially, this is a good programme for strategic assessment through the school. Subject leaders have a good overview of standards and quality in their subjects, they undertake detailed analysis of planning and assessment results to help them know where standards can improve.

54. There are portfolios of pupils' work in English, mathematics and science. Discussion of samples of pupils' work in relation to these moderated and assessed samples helps teachers to judge standards for pupils in the same

year group but in different classes. However, the mathematics and science portfolios have not been updated recently.

55. The teachers are implementing the marking policy which is expressed in clear and positive terms. The pupils' reading records, are clear about strengths and weaknesses in the pupils' reading skills, so areas to focus on for improvement are suitably identified. This is an improvement since the last inspection.

Pupils' spiritual, moral, social and cultural development

56. The overall provision for the spiritual, moral, social and cultural development of pupils is good and contributes effectively to the school's positive ethos. The good standards seen in this area during the last inspection have been maintained.

57. Good provision is made for pupils' spiritual development. The daily acts of worship follow a planned programme of set themes and help to develop a sense of community within the school. The stories and talks in assemblies are effective and allow some time for spiritual reflection. Pupils are quiet and respectful in assemblies and join in singing willingly. Religious education lessons make a sound contribution to pupils' spiritual development and pupils are taught an awareness and respect for the traditions of other cultures. During the inspection, some good examples of the spiritual dimension were seen in lessons, for example when Year 4 pupils read poems which 'sent a tingle down their spine' and when Year 2 pupils reflected on the feelings they had when they entered the local church. Year 3 pupils wrote some sensitive poems on World War II. Pupils have also written some thoughtful prayers, which are currently on display.

58. The provision of very good opportunities for moral development is a considerable strength of the school. The ethos of the school is firmly based on care and respect for others, and adults take care to show that all pupils are valued. The school rules are understood and adhered to by pupils, and give them a thorough understanding of what is acceptable. Teachers provide good role models for pupils, reinforcing the values set by the school. Pupils are actively encouraged to express themselves and to appreciate the views of others. The school is effective in encouraging pupils to show respect for the environment and living things. Fund-raising for charities is a significant aspect of school life; recently pupils have raised money for a number of local, national and international charities, covering a wide range of causes including care for children and mental illness.

59. There are good opportunities for pupils' social development. Staff have high expectations of behaviour and courtesy. The good relationships that exist throughout the school help create an inclusive community reflected in the fact that parents, staff and pupils refer to the school as the 'Perry Hall family'. Pupils are encouraged to take responsibility for a number of tasks in the classroom and around the school, for example taking registers to the office, giving out books and keeping areas of the classroom tidy. Older pupils are encouraged to look after younger ones in the playground, and have further opportunities to take an active part in school life as librarians and games captains. The Friday assemblies are used to celebrate pupils' successes both in and outside school. The extensive range of extra-curricular activities provides pupils with opportunities to develop their social skills and self-confidence, and the Year 6 residential visit provides significant opportunities for personal development.

60. There are good opportunities for pupils to extend their cultural development. They are taught about their own and other cultures and faiths through assemblies and areas of the curriculum such as geography, history and religious education. The historical topics of the Tudors, Victorians and wartime Britain give them greater insight into the cultural traditions of their own country, and these topics are supported by well-planned visits to places such as Hever Castle and the Britain at War Museum. Pupils' cultural development is further enhanced by participation in extra-curricular activities such as drama club and choir, and through visits to the school by, for example, an author and a gospel choir. At the time of the last inspection, pupils' understanding about the diversity and richness of other cultures was found to be weak; this has improved, but the school recognises that this is an area for further development and has included this in its development plan.

Support, guidance and pupils' welfare

61. Pupils are given good support and guidance with a caring, helpful and understanding attitude from all members of staff who provide a friendly and welcoming atmosphere. The headteacher gives strong pastoral leadership and is well supported by the other adults in the school. The good standards of support and guidance noted in the previous inspection have been further improved.

62. Procedures for monitoring pupils' progress are good. Through regular testing, improved assessment procedures and careful record-keeping, teachers are able to track pupils' progress and attainment and set targets for their improvement. Personal development is monitored informally but effectively - teachers know pupils well and take a close interest in their development. Any issues of concern which arise are dealt with effectively and sensitively.

63. The school gives very good support and guidance to pupils with special educational needs. All staff know their needs well and praise their progress, encouraging them to do even better. All involved liaise very well to monitor pupils' progress, and outside agencies give useful advice on individuals and their targets.

64. Good behaviour, attitudes and effort are recognised and rewarded through the presentation of certificates in assembly each Friday. The pupils understand the school rules and procedures for maintaining discipline. There are clear procedures for dealing with inappropriate behaviour, and contacts are made with parents when necessary. There is appropriate use of praise and reinforcement of positive attitudes in most classes, which encourages a positive learning ethos. Pupils report that bullying is not a problem in their school. However, the staff recognise that incidents do occur occasionally and there are clear procedures for dealing with it.

65. The procedures for monitoring and promoting attendance are very good. The headteacher regularly checks registers and any absences are followed up promptly and effectively. Certificates are awarded each year for pupils with exemplary attendance. Child protection procedures are securely in place and are known by the staff. The headteacher has received appropriate training and is the designated person for such issues.

66. Routines for ensuring safety and security are well developed. A health and safety policy is supported by regular checks of the premises. The playgrounds are well supervised and there are an appropriate number of trained first aiders on the staff. Fire drills are held termly and all equipment and alarms tested regularly. The school has good links with, and support from, external agencies including the educational welfare officer, the police and tuition support service. Nearly all pupils entering the school have experienced some form of pre-school education. The school has very good relationships with local playgroups, and induction procedures for pupils new to the school are well established.

67. The support, guidance and welfare available to pupils are strengths which contribute significantly to the ethos of the school and the quality of education it provides.

Partnership with parents and the community

68. The strengths in partnership with parents and the community, noted in the previous inspection, have been built upon. The positive partnership with parents is a strength of the school. Parents are made welcome in the school which is grateful for the help they give and makes good use of any expertise they can offer. The school benefits from the regular commitment of many parents who help, both in classrooms and with visits and activities. The Parent Teacher Association is very active and organises a wide range of events which are well supported. The association has recently helped with resources for the new computer suite, and has made a commitment to provide further funding for this over the next three years.

69. Parents are kept very well informed about school life and about their children's work and progress. The prospectus and governors' annual report to parents are informative and comprehensive. Curriculum information is

sent out by class teachers each term, giving parents a good picture of what will be taught in each subject. Parents are also encouraged to help with homework and most pupils get a good level of support with learning at home. Parents are happy with the reports on their child's progress which they receive at the end of each academic year. These are set out clearly and indicate specific targets for further improvement. Consultation evenings are held each term, and the school holds information evenings to help familiarise parents with aspects of the curriculum, such as one held on literacy. Half-termly newsletters from the headteacher provide parents with useful information about school activities and forthcoming events. Parents who attended the pre-inspection meeting and completed questionnaires were overwhelmingly supportive of the school. They feel well informed, involved and believe that any concerns they have will be acted upon promptly.

70. Liaison with parents of pupils with special educational needs is very good. Home contact books, and formal and informal meetings provide very good communication. Justifiably, parents feel a good deal of trust in the school to do the best for their children. These links make a very strong contribution to pupil attainment and personal development.

71. The school has continued to develop strong links with the community. A broad range of visitors give talks in assemblies and in the classroom. These include representatives from local churches and the police. The school choir visits an old people's home and sings at a local shopping centre just before Christmas each year. Also pupils perform at the Bromley schools' dance festival. Good links with local primary schools are maintained by competing against other schools in various sporting events. Although pupils transfer to a number of secondary schools in the area, the school has developed effective links with the two main secondary schools. Some worthwhile business links have been established - a local estate agent regularly sponsors a competition at the school, and a local print company sponsored the school brochure.

72. The school's very good partnership with parents and good community links make a positive contribution to pupils' education and are a notable strength of the school.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

73. There have been further improvements to the quality of leadership and management at Perry Hall since the last inspection. It is now excellent overall, with the headteacher and governors setting a very clear educational direction for the school.

74. The headteacher has successfully established a system of strategic planning which has supported continuous and sustained improvement. A three year overview ensures a forward looking approach with a detailed management plan for the yearly priorities. There is extensive consultation with staff, governors and parents at all stages and the whole school community is kept very well informed. Under the excellent leadership of the headteacher and with very good support from the deputy and a senior member of staff, carefully prioritised developments are fully discussed by the whole staff. The headteacher has established an open and transparent style of management which ensures that everyone fully understands and supports the educational direction of the school and is involved in raising standards.

75. There has been very good progress since the last inspection as all curriculum areas are now supported with good policy statements, assessment strategies and schemes of work. Complete coverage of the National Curriculum is very carefully planned with clear learning objectives. Work is well matched to the needs of the individual child. Teaching and learning is well monitored and evaluated. The subject leaders have job profiles and action plans which relate to developments in their area. The action plans are informed by audit, have clear objectives, are fully costed and outline the time scales of the planned developments. Appropriately, the success criteria mostly refer to improvements in children's learning and standards of achievement. Subject leaders and staff have worked hard to implement the new national initiatives in literacy and numeracy and their subject knowledge is good. All the subject leaders feel confident in their roles and are very effective in driving forward the work of the school.

76. The management of pupils with special educational needs is very good. The deputy headteacher co-ordinates the

work of the school in this area. The policy sets out procedures very clearly and is implemented well. The statutory requirements for pupils with special educational needs are well met. Individual education plans are reviewed and written by all concerned at least once a term. The targets are carefully thought out and precise. Problems are identified early through the careful use of observations and screening tests at the end of Year 1, and generous and good quality extra help is given. There is a good balance between support within the classroom and withdrawal to the special needs room. The staff who support pupils with special educational needs are effective and enable pupils to make very good progress. Careful tracking of pupil progress and analysis of results have led to the setting of pupils in Key Stage 2 and to establishing some smaller teaching groups. These developments are helping to raise standards and exemplify the thorough and well co-ordinated approach of the management team to the organisation of the school and the use of their resources.

77. The governors provide very strong support for the school. They are very knowledgeable about the school and their role in supporting strategic management. There is a very effective committee structure in place and all committees have clearly defined terms of reference. The governors meet regularly and play an active part in the formal monitoring of the educational provision of the school. They now evaluate the cost-effectiveness of financial expenditure in relation to the quality of education and standards. They are well informed by the headteacher and there is a very effective partnership approach to school management.

78. The monitoring of the work of the school is very thorough and detailed. The quality assurance policy sets out clear expectations and is fully implemented. Job profiles and subject policies all refer to monitoring and analysis of standards. Subject leaders regularly observe teaching and learning in classes and they sample pupils' work to check standards. Written reports ensure that all the findings are noted and the information feeds into development planning. Appraisal is in place and in-service training is linked to all planned improvements. Currently staff training in information technology is being very well managed as class teachers work alongside an experienced teacher in the new computer suite. All planning is systematically checked by the subject leaders and the headteacher and staff receive detailed written feedback.

79. The school is very successful in meeting all of its aims. The mission statement and aims clearly underpin the work of the school. Planning, teaching and assessment reflect a full commitment to the teaching and learning policy and other policies incorporate the aims and values of the school. All policies are implemented consistently and effectively. The children feel happy in a secure environment, expect to work hard and know how well they are doing. There is a strong sense of community and very good relationships built on mutual trust and respect. Pupils, staff, parents, teachers and governors are all valued for the contribution they make.

80. The school development plan is excellent. It covers all aspects of the school's work and focuses on raising standards of attainment. Priorities are fully discussed with the whole school community and reflect both national and school initiatives. There are detailed action plans to support each objective with specific success criteria which relate to improvements in pupils' learning. It is clear how and by whom progress towards the objectives will be measured. Target setting is an integral part of the planning process and extends beyond the statutory requirements to include pupils in all year groups.

81. The excellent ethos of the school is reflected in pupils' very positive attitudes to work and play and their very good behaviour at all times. There is strong commitment to creating a purposeful and supportive atmosphere to promote high achievement. Excellent relationships and communication are recognised by the whole school community as key features of the success of the school. The learning environment is good and the school makes the best possible use of the space available. However, the size of some of the junior classrooms makes it difficult for pupils to select their own resources which is an important aspect of some curriculum areas. The effectiveness of the equality of opportunity policy has improved since the last inspection and is now fully implemented. This is evident in the very good provision for pupils with special educational needs, equal access to all extra curricular activities and complete parity of educational provision in parallel classes.

82. The school meets all statutory requirements in full and has very good capacity to sustain continued improvement.

Staffing, accommodation and learning resources

83. There is a good number of suitably qualified teachers to meet the requirements of all the age groups and subjects taught in the school. The special needs teachers and additional literacy support assistant have received good quality training and they are highly skilled in supporting pupils. This enables them not only to teach very effectively, but also to give useful advice to colleagues. The staff work very closely together to provide for the needs of all pupils in the school. Other people including the administrative staff, the premises manager and midday assistants carry out their roles in a friendly efficient manner, making a significant contribution to the smooth running of the school.

84. Good arrangements for the professional development of all staff are in place and are well supported by the senior management team. Appraisal procedures are very effective in meeting both the needs of the school and the career aspirations of staff. The induction programme for newly qualified teachers is very good. It meets all components of the new statutory requirements.

85. The school's accommodation provides a stimulating environment for learning. All accommodation is well used and maintained to a high standard. Displays are used well to inspire learning and celebrate achievement. The Key Stage 1 classrooms have a satisfactory amount of space for teaching as well as supplementary areas for practical activities and group work. However, the Key Stage 2 classrooms are cramped and have a detrimental effect on learning. Pupils are robbed of the opportunity of independent learning because there is insufficient space for them to choose their own resources. This particularly affects practical subjects such as science, design technology and art. The library is spacious and well furnished with tables for quiet study and group work, and used well by classes who visit regularly. The specialist areas, such as the music room, art area and kitchen are used well. The special needs room is a very welcoming and attractive place for pupils to learn in. Here, displays are used particularly well to promote learning, reinforcing specific spellings and letter sounds, and celebrating achievements in writing. The recently opened computer suite has excellent facilities and is used very well. The school is well maintained and cleaned.

86. Resources for learning are good. They meet the requirements of the National Curriculum in all subjects. Resources for information technology are very good. The computer suite is used very well, though too little use is made of the machines in classrooms. The school has very good book provision overall, with particular strengths in fiction for group reading, but weaknesses in non fiction and books to challenge the best readers. There are very good quality resources for pupils with special educational needs and they are used well.

The efficiency of the school

87. The good financial planning and financial control noted in the last inspection report have been further improved. Financial planning is very good and financial control and administration is excellent. The headteacher and governors have a clear overview of the school's financial position and the budget is planned with great care. The budget is carefully costed to reflect priorities identified in the development plan. Governors are closely involved and discussions take place at meetings before decisions are taken. Annual financial planning is very good and there is some longer term planning, for example to fund the replacement of equipment such as computers, and building and maintenance work. The cost effectiveness of decisions is carefully considered and the governors and headteacher evaluate spending on larger purchases in relation to improvements in the quality of teaching and learning. Funding for curriculum developments is well planned, for example supporting national initiatives such as the national literacy and numeracy projects and development priorities such as information technology.

88. The last audit took place in 1998, which found that the schools internal control systems were operating satisfactorily. The two matters for attention have been acted upon. The school has excellent financial procedures. Financial delegation and accountability are clearly set out in documentation and well understood by those involved. Budget expenditure is regularly monitored by the headteacher, finance officer and governors. The office is very well managed and the administrative staff are very effective and efficient.

89. The amount the school has to spend on educating each pupil is a little below average. The school has an

appropriate number of qualified teachers. Overall there is very good use of available learning resources, although there is some under use of computers in classes. Teaching staff are well deployed. Good use is made of particular staff expertise, for example, in the teaching of information technology throughout the school. This has a positive impact on the progress that pupils make. A very good monitoring policy is in place which is fully implemented. Subject leaders regularly observe teaching and learning in classes and sample work, the information gained is effectively used to secure improvement. Funding the school receives for special educational needs is very effectively used for the benefit of the pupils. The school devotes a larger than average amount of its income to employing teachers to support pupils with special educational needs. This money is used very well – it results in very good progress for the low attaining pupils. The school has a small number of support staff, these are well trained and efficiently deployed. There is very good use of the accommodation available and there have been recent improvements in the facilities provided for pupils, such as the computer suite and a kitchen for design and technology activities.

90. The school is providing very good value for money. Overall, the quality of teaching is very good. Standards of attainment have shown continued improvement and are high, particularly in the main core subjects. When children enter the school their level of attainment is average. Overall, pupils make very good progress as they move through the school. By the end of Key Stage 2, attainment in English, mathematics and science is well above the national average and very high in mathematics and science when compared with similar schools. As pupils progress through the school they develop very positive attitudes to learning. They behave very well, their moral development is very good and their spiritual, social and cultural development are good. The headteacher and governors are setting a very clear educational direction for the school. The quality of leadership and management is excellent. Issues raised in the last inspection report have been successfully addressed and the school has very good capacity to continue to improve.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

91. Provision by the school for the children under five is good. Children are admitted into the reception class in the September and January before their fifth birthday. An effective programme of meetings and visits prior to starting school ensures they have a confident, happy start to their school life. At the time of the inspection, there were 24 children aged under five in the reception classes. The school provides them with a secure and caring environment, with daily routines firmly established. The programme of activities is well planned on the recommended areas of learning for this age and fully supports the children's intellectual, physical and social development. More formal work, linked to the various subjects of the National Curriculum, is phased in as the children are ready. Attainment on entry to the school is in line with that expected nationally for children of this age. From this starting point, children make good progress, including those with special educational needs. By the time they are five, almost all of the children are likely to meet what are known as the 'desirable learning outcomes' in language and literacy, mathematics, knowledge and understanding of the world, physical development, creative development and personal and social development. The last inspection report in 1996 contained no separate report on the education of children under five, so no judgement can be made about any improvement or otherwise since then.

92. Good progress is made in language and literacy development by all children, including those with special educational needs. The children have well developed speaking and listening skills. They listen attentively to stories, anticipating the next part. The high attaining children are beginning to discuss their preferences of stories, and can recognise rhyming words. The children make sound gains in their acquisition of vocabulary in areas of learning such as mathematics. In their reading, the higher attaining children are working towards level 1 of the National Curriculum in English, recognising their own names and some familiar words. The lower attaining children approximate to the text, remembering words in a familiar story. They are developing a sound range of strategies to help them with their reading, including recognition of initial sounds. The children's writing is of a good standard for their age. They competently copy words from teacher's writing. The higher attaining children can write their names and make good attempts at spelling independently using their phonic knowledge. The children with special educational needs dictate text for an adult to write for them.

93. Children make satisfactory progress in their mathematical development. They can name shapes such as circle, square and triangle and some can recognise cubes, spheres and cylinders. Children are making good progress in recognising and using numbers to ten, and many can form nearly all their numbers correctly. The children draw the correct number of objects for numerals up to ten, and can sort objects, using simple criteria such as colour and size. They benefit from opportunities to play with number games, puzzles and construction kits, which help their problem solving skills.

94. In their knowledge and understanding of the world, the children make satisfactory and often good progress. There are good opportunities for them to develop their skills using computers. There are notable strengths in their early scientific learning and in their observation, designing, and making skills. The children have benefited from a good range of experiences to support their scientific learning. In particular, they have good early knowledge of plants, animals and growth, and are beginning to know about different materials, such as plastic and metal. They record their findings using pictures and writing, with the higher attaining children producing neat work. The children very successfully use materials and tools such as glue, scissors, paper, material and card to make individually designed artefacts of good variety. In their play, the children experiment with the computer mouse and extend their learning in this area.

95. Physical skills develop well and manual dexterity is well developed by the time the children are five. Through their play with tabletop games and jigsaws, using modelling materials, pencils and brushes, they show a growing ability to manage small items. Physical education is timetabled and planning shows a suitable range of gymnastic, dance and game activities that consolidate agility and control and enable children to make good progress. Although there is provision outdoors for children to practise their motor skills using equipment such as wheeled toys, this area is small. Overall, children make good progress in development of their physical skills.

96. In their creative development, children make good progress. They are building up a repertoire of nursery rhymes

and very much enjoy experimenting with musical instruments. They are working well towards the designated desirable learning outcomes for five-year-olds and, in some aspects, are near to achieving them. They respond enthusiastically in a variety of ways to what they see, hear, smell and feel. Children experiment with 'dough' to make various artefacts and learn to cut and stick paper with some skill. They have the opportunity to express their own ideas through painting and enjoy using colours. They make attractive large-scale pictures using pastels and felt pens. Through role play activities in the home corner, the children spontaneously develop their own situations. Most children enjoy singing, recognise familiar songs and sing with enthusiasm.

97. The personal and social development of children aged under five is given a high priority and is good overall. The children are happy and content to be in school. They develop in confidence, playing with friends in the playground and conversing spontaneously with familiar adults. Children enjoy short periods of being left to play by themselves. They listen and show respect to adults as well as other children, and learn to play co-operatively. They take turns, and are able to queue quietly and sensibly at lunchtime. Children can follow simple instructions, and work independently after initial teacher guidance. They recognise the difference between right and wrong. Children behave very well and they respond appropriately to adults' comments on their behaviour. All staff act as very good role models for the children, helping them to form positive relationships and care about others. All children show independence in dressing and personal hygiene. The majority make very good progress in developing their self-confidence and independence. Overall, they make good progress in their personal and social development.

98. The quality of teaching for the under fives is good and has improved. There has been an improvement in teacher expertise since the previous inspection. Teachers have a firm understanding of how children learn and they provide a good range of activities. The activities are planned carefully and are well matched to children's prior attainment. Particular emphasis is placed upon the development of the early skills of literacy and numeracy. The teachers give clear explanations and use a good range of questioning skills to check children's understanding. Children are encouraged to share their work and successes to enable others to learn from these. They are firmly but gently made aware of what is acceptable and unacceptable behaviour, and explanations are given as to why they should not do certain things. There are very good procedures in place to monitor the attainment and progress of all children. Assessment is well focused on specific learning objectives and informs future lesson planning. Good provision is made for children who have difficulties in their learning or social development. They are quickly identified and individual support is planned and provided.

99. Good use is made of support staff and teamwork in both classes is good. The support staff work well with the children, with good awareness of the purpose of activities and so enable the children to make good progress. Support staff have regular involvement with assessing and recording children's progress. The children are very well managed, and they enjoy very good relationships with the adults in the class. The classrooms are very attractive, with pleasing displays of children's work and readily accessible resources.

ENGLISH, MATHEMATICS AND SCIENCE

English

100. The 1999 end of Key Stage 1 national test results in both reading and writing were well above average compared to all schools. In comparison with similar schools, results were well above average for writing and very high for reading. Nearly all pupils reached the level expected of Year 2 pupils, and over half achieved the higher level in reading, and just over a fifth achieved it in writing. In the end of Key Stage 2 national tests, the number of pupils reaching the expected level 4 was above average. The number reaching the higher level 5 was well above average. Overall, results are well above average when compared to similar schools. Over the last three years, boys' and girls' performance in reading and writing has been consistently well above the national average at both key stages. The attainment of the current pupils in Years 2 and 6 is well above average.

101. Pupils listen very well. They understand instructions and explanations, and ask questions if they do not understand. They have a wide vocabulary and many express themselves very well when speaking in class and to adults. They confidently read aloud, answer questions and give their opinions. They vary their language well, in role

play and formal situations. Many are aware of standard English and use it appropriately.

102. Pupils enjoy books and the standard of reading is very good throughout the school. By the end of Key Stage 1, pupils with special educational needs use a range of ways to work out unknown words. All know the sounds of many letter combinations. Their understanding of what they read is good. By the end of Key Stage 2, pupils use punctuation to help them read expressively and fluently. They discuss episodes and characters in stories and are fairly accurate in deducing the meaning of unfamiliar words and phrases. They have a good understanding of different forms of poetry and understand figurative language. Pupils read for information and have good retrieval skills. High attainers read very well and low attainers understand the difference between fact and opinion when reading about an account of their school.

103. Pupils' writing is confident, interesting and often entertaining. All, including those who do not find writing so easy, are able to express themselves in their written work. The writing of only a few pupils is below average. By the end of Key Stage 1, pupils write in a logical order, spell common words correctly and use their good knowledge of letter combinations to make sensible attempts at unknown words. Many write in sentences and the highest attainers join clauses using *so*, *but* and *and*. By the end of Key Stage 2, pupils use rhythm and rhyme patterns to create their own poems. They extend their writing well in imaginative stories and use interesting words. Handwriting is satisfactory, well formed, joined and tidy.

104. High levels of literacy contribute to successful learning in other areas of the curriculum, and much good quality reading and writing is inspired by meaningful links with other subjects. Pupils understand spoken and written instructions and so can work independently. They read and write instructions for experiments in science. All use dictionaries and information books to aid their learning. Their confidence in writing enables them to record scientific understanding through well structured accounts of experiments. History and religious education provide good opportunities for pupils to write in different forms about such things as the sinking of the Mary Rose and stories from the Bible. Year 4 pupils' research about famous Victorians resulted in some very good factual writing. High standards of writing are maintained across the curriculum by teachers' high expectations, their attention to teaching pupils to use technical words, and the detailed marking of work.

105. Pupils make very good progress in both key stages, both in the lessons seen and over time. This is due to very effective teaching, a well organised curriculum and good assessment procedures. Low attainers and those with special educational needs make very good progress as a result of teachers planning work to meet their detailed targets. There is no significant difference between the progress of boys and girls.

106. Pupils try hard in all areas of English. They have good attitudes and collaborate successfully when asked. All are keen to contribute in lessons. They enjoy reading and writing, and do their homework to a good standard. Many like writing at length, and dislike worksheets because there is not enough room for all their ideas.

107. The quality of teaching in English is very good. During the week of the inspection, all teaching was at least satisfactory and in a third of lessons it was very good. In the large number of very successful lessons, teachers had very good subject knowledge. This was displayed in their choice of texts, confident use of technical terms and high expectations which made the subject interesting. In the best lessons, pupils were told the aim of the lesson in very practical terms. All opportunities to promote their learning were used. Good attention was given to the targets of pupils with special educational needs. Group reading had a very good emphasis on comprehension. End of lesson plenary sessions engaged all the class and were used efficiently to make further teaching points. The understanding of individuals was assessed through asking questions of varying complexity that demanded detailed answers and reasons for points of view. Pupils' errors in reading, writing and speech were corrected sensitively but clearly, so that all could learn from a mistake. Marking in books is positive and responds well to what pupils write. Homework makes a very significant contribution to pupils' progress. Teachers expect pupils to read daily and almost all do so. Although no lessons were unsatisfactory teaching opportunities were missed in some lessons. For example, there was too little direct teaching during independent work and insufficient opportunities were allowed for pupils to think or talk.

108. English is managed well. The policy accurately reflects what is happening in the school and the development plan is well thought out and focussed on significant issues. Teaching and planning have been usefully monitored and

the national framework for literacy has been worked into the school's plans to ensure very good progression. The school is well resourced for the national literacy strategy. It has purchased a very good range of fiction to

support group reading and the literacy hour. There are, however, comparatively few non-fiction books and texts to challenge the best readers.

109. Assessment procedures, and their effect on planning, are good. Pupils with difficulties in speech, reading and writing are identified accurately and extra support is given at an early stage. This results in almost all reaching the national standard at the ages of seven and eleven. Individual and group reading records are well maintained by all staff, although some are insufficiently focussed on the next steps of learning pupils need to make. Assessments of how pupils have done in lessons is useful. Teachers have jointly decided on National Curriculum levels for writing from all year groups. The optional national tests are being used well at Key Stage 2 to monitor and predict pupils' progress. They have resulted in useful initiatives such as setting in Years 4, 5 and 6. However, there is too little analysis of how pupils answered test questions to discover the strengths and weaknesses of different groups, classes and years.

110. All aspects of English have improved since the last inspection. Standards in speaking, listening, reading and writing have risen. Progress, too, is better. This results from more effective teaching, a more tightly planned curriculum, improved lesson planning and clearer assessment procedures.

Mathematics

111. In 1999 end of Key Stage 1 national tests, attainment was well above average. When compared with similar schools results are well above average. Over the last three years, the performance of both boys and girls in mathematics in Key Stage 1 is well above the national average. In the end of Key Stage 2 national tests, pupils' attainment at both the expected level 4 and the higher level 5 was well above average. Overall results were very high when compared with similar schools. The attainment of both boys and girls over the last three years is well above average. The current attainment of pupils at the end of both key stages is well above national averages.

112. In numeracy, pupils in Year 1 are able to name missing numbers in a hundred square and order numbers correctly to twenty. Year 2 pupils can add two digit numbers within a hundred mentally and have a secure understanding of place value. Lower attaining pupils add one and two digit numbers confidently using correct notation and simple symbols. In using and applying mathematics younger pupils approach problem solving with confidence and enthusiasm. In an activity using money, they had worked out equivalent coins to ten pence and recorded their work systematically. They collect data and record it in graphs and charts, sometimes with the use of the computer. Higher attaining pupils have a good knowledge of the properties of two-dimensional shape and the difference between a cube and a cuboid. They tell the time accurately. Mental maths is part of every lesson. All pupils know their number bonds at least to ten and many know their two, five and ten times tables. Throughout the school, pupils are encouraged to explain their strategies and talk about different methods of calculations.

113. In Key Stage 2, pupils have good recall of multiplication tables and can apply this knowledge well, for instance when using function machines. Older pupils calculate accurately using different operations and explain their methods using correct mathematical terms. They make sense of number problems, know when their answers are reasonable and have strategies for checking them. Almost all Year 5 pupils used division to check multiplication calculations. The vast majority of Year 6 pupils worked confidently finding perimeters and areas of four sided shapes and investigated relationships between percentages and fractions. Pupils are able to explain work on graphs and data handling and take a pride in presenting their work neatly. Lower attaining pupils in Year 6 confidently use practical apparatus to support their learning and are benefiting from working in a smaller group.

114. All pupils in both key stages make very good progress in mathematics. Particularly good progress over time is evident in mental arithmetic. The daily practice enables pupils to learn number facts by heart and to develop confident strategies for mental calculations. All pupils progress well in numeracy both over time and in lessons. In Key Stage 1, some lower attaining pupils made good progress in understanding the use of zero in addition. Some higher attaining pupils moved rapidly from simple addition within a hundred to using exchange. Younger juniors had

a good understanding of fractions and many had moved on from working with halves and quarters to more complex equivalent fractions. In Year 4, pupils made good progress in using and applying multiplication skills and checking their results. Year 6 pupils were able to order negative and positive numbers, interpret a chart and apply their findings in a problem solving context. Lessons are planned to meet the needs of all pupils by revising skills,

knowledge and understanding and then setting new challenges. This ensures a good pace of learning and progress is built on a firm foundation.

115. The pupils all enjoy mathematics, respond well to challenging work and show very good levels of concentration. Older pupils are involved in self-assessment, keeping accurate records of their scores and reflecting on their achievement. All pupils listen attentively, settle to work quickly and use resources very sensibly. They participate very well in oral sessions, answering and asking questions and readily explaining their thinking.

116. The quality of teaching is very good overall in both key stages. Good subject knowledge is shown through the correct and appropriate use of mathematical language. Very good demonstrations and explanations enable pupils to consolidate their understanding of concepts and make very good progress. In the best teaching, time was used well with a very good balance of direct teaching, discussion, practical and written work. Full participation in oral work was ensured when all pupils were able to show answers using flip books. Sometimes too much emphasis was placed on individual silent work which prevented pupils from having discussions and sharing ideas. Most teachers know pupils' strengths and weaknesses well and work is targeted appropriately. Less effective teaching was observed when teachers did not plan work in sufficient detail and did not manage group work well. Lower attaining pupils generally have individual targets which are fully discussed with them. More opportunities could be used to share specific learning targets with all pupils. Where teaching is very good, learning targets are shared with pupils through marking comments and verbal feedback. In Key Stage 1, some pupils are grouped flexibly according to their individual needs and most have opportunities to work in a smaller group either on extension or consolidation activities. Additional teachers working with smaller groups enable all pupils to make very good progress. All teachers make effective use of the plenary session at the end of lessons, to discuss the extent to which the learning intentions have been achieved, and deal with any misconceptions or problems.

117. Mathematics is very well managed. The current policy and scheme of work are up to date and fully reflect the requirements of the national numeracy strategy. All teachers follow the scheme, which ensures pupils are taught all aspects of the subject in a systematic way. Structured in-service training has helped to support these initiatives. Recent curriculum developments, such as the focus on mental arithmetic, are also well supported with good resources. Teaching and learning in mathematics are very well monitored. Classroom observations are regularly carried out using the agreed school format and teachers receive feedback. The results of national and optional tests are fully analysed and the progress of all pupils is carefully tracked. This process showed areas of underachievement, which resulted in the setting of some pupils. Although work is regularly assessed and moderated by staff and checked by the co-ordinator, the school portfolio of agreed levelled work is out of date. However, further work on agreeing standards is planned as part of the comprehensive action plan for mathematics. The strong commitment to raising standards is clearly demonstrated in the target setting process, as targets go beyond expected progress and include an element of challenge. There are satisfactory examples of numeracy across the curriculum. These include work on data bases, accurate measurements in design technology, good use of number rhymes and representation of recorded data using tables and graphs in science.

118. There have been improvements both in pupils' attainment and progress since the last inspection. Work is now well matched to the needs of higher attaining pupils and the quality of teaching has improved.

Science

119. In the 1999 science end of Key Stage 1 teacher assessments, attainment was found to be above average at the expected level 2 and well above average at the higher level 3. When compared with similar schools they are average at level 2 and well above average at level 3. Results are similar to the previous year. In the end of Key Stage 2 national tests, pupils attainment at both the expected level 4 and the higher level 5 was well above average. Overall, results were very high when compared with similar schools. The performance of pupils in science over the last three

years has been well above the national average. The 1999 results show a significant improvement on those for 1998. The results are closely reflected in the current pupils' written work and in their recall and understanding of science. Standards have improved since the time of the last inspection.

120. All pupils make very good progress as they move through the school, both in lessons and over time. Teachers plan their lessons together and this ensures that pupils receive common experiences and work consistently builds on previously gained knowledge. In both key stages, pupils of all levels of attainment take care with their work and complete all assignments. The very good quality of written work has a positive impact on the standards achieved. Pupils develop an understanding of a wide range of specialist vocabulary and older Key Stage 2 pupils confidently use terms such as *exoskeleton* and *metamorphosis*. Pupils make very good progress with the factual elements of science. Younger pupils are able to record observations using annotated diagrams and this skill is progressively developed throughout the school. During Key Stage 1, pupils develop their observational skills in practical activities and systematically plan their work using headings such as "I am trying to find out" and "I predict that". In one lesson, pupils made very good progress and were able to work with considerable independence when deciding if materials were magnetic or not. Pupils discussed how to proceed and shared their ideas.

121. The investigative aspects of science are taught in all Key Stage 2 classes and pupils develop a good understanding of scientific facts. Older pupils know how to record and write up a science investigation and are able to produce clear annotated sketches of the equipment used. During the key stage, pupils develop a good understanding of how to set up a fair test. When Year 5 pupils were setting up an experiment to look at the preferred habitats of mealworms, for example, they discussed the need to ensure that there were the same number of worms in each experiment and the importance of the regular recording of results. Pupils effectively represent data using tables and graphs. They are able to apply their scientific knowledge to other areas of the curriculum, for example in Year 6 pupils use their knowledge of electricity to design and make motorised vehicles for design and technology.

122. Pupils' attitudes to learning are very good and this has a significant impact on the progress made. Pupils are keen to get on with their work, keen to answer questions and willing to put forward their own ideas. They concentrate well and behaviour is very good. Pupils take care with equipment and boys and girls work well together. Key Stage 2 pupils show considerable maturity when completing practical assignments in small classroom areas.

123. Overall, the quality of teaching is very good. In almost all of the classes observed, the quality of teaching was satisfactory or better and has shown improvement since the last inspection. In around two thirds of the lessons, teaching was good or very good. All teachers follow the scheme of work and teachers in each year group plan together. This ensures that work consistently builds upon knowledge previously gained. Lessons have clear learning objectives and all staff plan work to meet the needs of lower attaining pupils and those with special educational needs. This is an improvement since the previous inspection. Where teaching is most effective, activities are planned in detail and a good range of resources are available. Teachers use careful questioning to check pupils' knowledge and recall of previously completed work. They encourage pupils to think for themselves by asking questions such as "why is this happening?" rather than providing the answers. Clear, whole class explanations are given and practical activities are well managed. Time limits are given for the completion of tasks, such as in a Year 4 lesson where groups of pupils were given a set time to carry out research and prepare a short presentation for the class. This ensured that time was well used and enabled the class to share the information gathered. Teachers constantly emphasise the need for correct spelling and punctuation, and expect work to be neatly presented. Less effective teaching was observed when teachers failed to manage practical activities effectively and did not provide outline guidance on how to write up the results of investigations for younger pupils. The quality of marking has improved since the previous inspection. All teachers mark work regularly and add helpful comments which give pupils an indication of how they can improve their work.

124. The subject is very well managed. There is a detailed policy and a very good quality subject development plan. A well structured monitoring programme is in place, which has a clear focus on raising standards of teaching and learning. Detailed analysis of data, such as the results of national tests, is effectively used to identify areas of strength and those that require improvement. The science portfolio of pupils' moderated and assessed samples of work is out of date and further work on judging standards is required. Good resources for the subject are well organised and easily accessible. Classrooms for Key Stage 2 pupils are small and inhibit the range of practical activities that can take place. There is insufficient room for pupils to have the opportunity to develop independence

by choosing resources for themselves.

OTHER SUBJECTS OR COURSES

Information technology

125. Attainment at the end of both key stages is in line with that expected nationally and standards are similar to those at the time of the previous inspection. From the evidence of pupils' previously completed work, progress over time has been satisfactory. A new computer suite has been installed very recently and a programme of staff training is taking place. Evidence from the lessons observed during the inspection and work produced this term indicate that all pupils are now making very good progress and their knowledge and skills are being rapidly developed. A detailed scheme of work is being taught which covers all the applications required by the National Curriculum. This includes control applications which were identified as an area of weakness in the previous report.

126. Every class has a lesson in the computer suite each week which is taken by a teacher with specialist expertise. Key Stage 1 pupils use computers for a variety of applications including word processing and control. Younger Key Stage 1 pupils use computers for graphics applications and they are able to use various tools such as in-fill and erase and can change the thickness of pencil lines with a good degree of independence. Year 2 pupils use programs to write simple music for a specific purpose, such as an alarm call. They are able to access the program and use it with confidence. Pupils have also drawn bar graphs to show the temperature and rainfall on different days of the week and used simple modelling to illustrate different facial expressions.

127. Younger Key Stage 2 pupils are able to open files and save their work. Pupils in Year 4 were able to input real data to create a three-dimensional bar chart showing how much money had been collected by each year group for the Harvest collection. They were able to use various functions, for example to calculate totals and change background colours. In a Year 6 lesson, pupils were able to use a desk top publishing program to import a graph into a design for a publicity poster. Pupils are able to amend, save and print their work. In both key stages, pupils are able to understand and use a range of subject related vocabulary. Evidence from the lessons observed and work completed this term indicate that pupils are now starting to use a wide range of applications to support work across the subjects of the curriculum.

128. Pupils' response to information technology is very good. They are positive and enthusiastic when using computers and co-operate very well. Pupils are able to sustain concentration and follow instructions. Boys and girls work well together and behaviour is very good. When working in pairs, older pupils discuss how to proceed with tasks and persevere even when they experience a problem.

129. The quality of teaching overall is satisfactory and there has been sound development of staff expertise since the last inspection. A very good programme of staff training is now taking place. All class teachers work alongside a teacher with specialist knowledge and this is increasing their expertise across a range of applications. During the inspection, limited use was made by teachers of computers in classes to support and reinforce the work covered in the specialist lessons. The quality of teaching in the specialist lessons is very good. The teaching is very effective because planning is very detailed and regular use is made of a large projection screen to demonstrate various new skills. Lessons are broken into short sections and pupils are given a clear time scale during which work has to be completed. Very good classroom routines are in place so that no time is wasted organising activities. Very good use is made of questioning during lessons to check pupils' understanding of new aspects of the work as well as their recall of knowledge.

130. The leadership and management of the subject is very good. A comprehensive subject policy and development plan are in place. Developments and progress are regularly reviewed by a steering group which includes governors,

parents and staff. An excellent learning environment has been created with additional financial support provided by parents. There is a clear commitment to further raising standards by a systematic programme of monitoring. The school is well placed to make further improvements.

Religious education

131. Attainment in religious education is above the requirements of the local Agreed Syllabus at the end of both key stages. Pupils in both key stages make good progress overall in their understanding of religious and moral issues and in their knowledge of different world faiths. This is an improvement since the previous inspection. The younger children become familiar with the main Christian traditions and the features of their places of worship. Recently, some classes had visited a local church. They learn to identify things that are important to themselves and others, and begin to explore their feelings. Year 2 pupils were thinking about Christmas as being a time for caring and sharing. Older pupils knew about Old and New Testament stories such as Moses and the Ten Commandments and were able to discuss the meaning of Advent. Throughout the school pupils begin to develop a wider understanding of religious festivals and symbols and to understand the practice and importance of prayer in different religions. As they learn more about other religions such as Judaism and Sikhism, pupils begin to identify similarities and differences in their traditions. In one year group, the approach to prayers from three different traditions was being studied. On school journeys to Hever Castle and Shoreham, there are opportunities to study places of worship in more detail and to consider religious symbolism. By the end of the key stage pupils are able to discuss reasons for moral actions and are beginning to appreciate that life styles are affected by different beliefs.

132. Throughout the school pupils respond very positively to religious education. They follow the stories they are told with complete concentration and listen attentively to the teachers. They readily answer questions and most are keen to contribute to class discussions. They think carefully about the issues raised, respect each others' views and frequently offer thoughtful and reflective opinions. They settle quickly to written or drawing tasks and take a pride in the presentation of their work.

133. The quality of teaching is good overall and has improved since the previous inspection. Teachers have good subject knowledge and use the resources well to support learning. They make clear links with other areas of the curriculum and encourage an understanding of religion as part of everyday life. The lessons have good pace and, in the best teaching questions to make pupils think are asked and time allowed for a reflective answer. In general, there is a good balance of activities but in some cases there were missed opportunities for pupils to discuss together and to collaborate on a task. The teachers prepare lessons carefully and tasks are matched to pupil's different levels of attainment. They support children with special educational needs sensitively, intervene well with individual pupils and pose good questions which help assess understanding.

134. The school's scheme of work is based on the local Agreed Syllabus and includes additional work on the religions of the world. It allocates the areas to be studied to each year group and gives brief guidance on what to teach. In the local scheme covering learning about religion and learning from religion, there is helpful information on the progression of skills, knowledge and attitudes. This is useful for assessing achievement and monitoring the progress of pupils but it is not used consistently through the school. The subject leadership of religious education is good and there are some good resources, which are well used. Additional artefacts would further support understanding of the world's religions. Very good use is made of the local community to enrich pupils' experience and understanding and to promote and reinforce learning. Appropriate arrangements are made for pupils who are withdrawn by their parents during assemblies and religious education sessions.

Other subjects

135. Observation of a small number of lessons and scrutiny of pupils' work through the school show that standards in **art** are above those expected for their ages, and pupils make good progress. They gain competence through experiencing a wide range of techniques which are built upon from one year to the next. Pupils with special educational needs also achieve good standards and make good progress. This reflects an overall improvement in

standards since the last school inspection. A particular strength in the artwork in the school is the very successful cross-curricular linking which enables pupils to learn about art and apply their skills in a variety of subjects.

136. Pupils in both key stages have many opportunities to experiment with a wide range of materials, tools and techniques. They combine string, fabric and a variety of collage materials to produce imaginative pictures and have produced three-dimensional paper sculptures. They illustrate their written work with colourful and interesting drawings. Observational drawings by infants of the school building and their printing patterns show good control and the use of a variety of materials. Their use of pastels to shade their self-portraits is good. In a Key Stage 1 art lesson, the pupils successfully experimented with different objects to produce a place-mat printed with repeating patterns. In Year 2, there are good examples of three-dimensional artwork based on minibeasts. Pupils show an awareness of colour mixing in Year 3 when they produce paintings of hot-air balloons. Older pupils develop an understanding of techniques to a good extent when they look at perspective. Pupils combine practical skills of investigating and making with knowledge and response when they produce their own pictures after looking at the portrait of Sir Henry Unton. Year 6 pupils were mixing paint confidently to create their version of the Mona Lisa. Pupils have a well developed knowledge and understanding of the artists whose work they study and are able to make comparisons of style and content. Victorian style ceramic tiles in Year 4 are of a particularly good standard, with careful attention to the finished effect.

137. Pupils have a confident approach to art, enjoy experimenting with the materials provided and their attitudes are very good. They show interest and enthusiasm, apply themselves well and take a pride in their finished work. Teaching is good overall. Pupils are given good opportunities in most classes to work independently and produce creative and imaginative work. In lessons seen, teachers had clear learning objectives based on previous learning. Lessons are well organised and prepared, and teachers provide an interesting variety of activities. In some of the junior classrooms, space is very limited and, on occasions this affects pupils' opportunities to choose a variety of materials. The school does not keep a portfolio containing examples of finished work to assist teachers to set a standard for excellence or to measure the progress pupils make. There is no use of on going sketch books as a record of progress.

138. The subject is effectively managed by the subject leader. There is a detailed policy and scheme of work to ensure satisfactory continuity and progression throughout the school. This acts as a framework for teachers' planning and offers ideas on the range and progression of skills that should be taught. Resources are well managed, plentiful and easily accessible.

139. Pupils are working at levels above those expected for their ages, and make good progress in **design and technology** through both key stages. This is an improvement since the previous inspection. Pupils are provided with opportunities to work with a range of materials including, wood, food, card and textiles. When designing and making, older pupils in Key Stage 1 think about the materials they will need and produce annotated sketches of their designs. The drawings and notes are well presented. Pupils modify recipes and evaluate the results of their design work.

140. In Year 4 pupils looked at fairground carousels and then, using wheels and pulleys, designed and constructed models. They listed the tools and materials needed and planned out how to make their designs. Pupils then evaluated their work considering how it could be improved. In Year 5, pupils construct wooden frames and then design a pull along toy using cams and axles. Pupils thought carefully about design details and used a range of interesting materials to decorate their toys. When completing a project on fruit bars, Year 6 pupils decided on ingredients they would like to include and after baking the bars carried out detailed evaluations, considering taste and texture. They then recorded the results using a table awarding marks out of ten. In both key stages, pupils use a wide variety of subject related vocabulary in their written and design work. Pupils also make motorised vehicles using knowledge gained in science.

141. It was not possible to observe direct teaching during the period of the inspection. Evidence gathered during the inspection shows that teachers' planning is thorough and systematic. This enables pupils to receive experiences, which build on previously completed work and is an improvement since the previous inspection. Parents are very supportive and often take groups when pupils are working with food. A comprehensive scheme of work is in place, which provides experiences, using a range of materials and processes. A review is planned in order to ensure that the

number of design assignments is appropriate for the curriculum time available. Appropriate assessment procedures are in place. There is good management of the subject and regular monitoring of lessons and pupils work takes place. There are good resources which are well organised and stored. The school has a well equipped kitchen area which is regularly used. The classrooms in Key Stage 2 are small for practical activities.

142. There is insufficient evidence to form a secure judgement about the quality of teaching in **geography** as it was only possible to see one short lesson at Key Stage 2 during the period of the school inspection. Evidence of good standards by age eleven was obtained from the examination of pupils' work, talking to pupils and scrutinising the planning for geography. The indications are that progress, including that made by pupils with special educational needs, is good. The standards in geography have improved since the previous inspection. In Key Stage 1, the subject is largely cross-curricular topic based and the pupils are involved in practical work with the emphasis on oral skills and the use of the local environment. They know that maps represent real locations and develop an understanding of direction by using terms such as north, south, east and west.

143. Pupils in Key Stage 2, expand on their geographical skills, explore places and study themes in greater depth and they attain good standards. They plot the journey of a river and know that most rivers eventually flow into a lake or the sea. The study of town and countryside, comparing Orpington with Shoreham, enable pupils to learn about the main physical and human features and the environmental issues that give each locality its character. They make comparisons, identify similarities and differences between the village life in St Lucia and their own surroundings, and learn how certain features, such as the supply of water can influence human activities. By age eleven, pupils have made good progress and have a clear understanding of how to identify physical features by interpreting contours and other map symbols.

144. Pupils have positive attitudes to this subject and benefit from a practical, enquiry approach and the stimulus of well planned fieldwork, using both the local and wider environment. The planning for geography is effective and ensures that all pupils are taught the appropriate skills and are given opportunities to investigate places and themes as laid out in the National Curriculum. Geography makes a good contribution to work in other subjects, such as history when studying the Romans. Learning resources are good and the subject is ably led by the well informed subject leader.

145. By the end of Key Stage 2, pupils have achieved good standards in **history** and have a wide knowledge and understanding about the passage of time and of different periods in the past. They have detailed knowledge about the lives of people during World War II and know how this affected the way they lived, for example when the American forces came to Britain. They know what life was like on board ship when Francis Drake circumnavigated the globe and that Elizabeth I wanted treasures from other countries. They have a good understanding of life at the time of the Roman conquest and identify the differences between life as a Roman soldier with that of Britons who were farmers. The visit to Hever Castle provides pupils with valuable experience of Tudor life. Many pupils show good factual knowledge about aspects of differing periods of history. They study the life of Roman soldiers and gain an understanding of daily life in the Roman army. They know that Celts lived all over Britain before the Romans and were some of the earliest settlers. Pupils find out about the past from a range of sources and are able to suggest consequences and reasons for past events.

146. Pupils in Key Stage 1 also achieve good standards and have developed a sense of the past and of chronology by comparing old and modern objects, such as teddy bears and toys. They talk about different homes in the past and make appropriate use of language for comparison when describing the differences. Their work shows a developing knowledge and understanding of the lives of people and how they lived in the past. In the previous inspection, attainment was in line with the nationally expected standard. Standards have improved and are now good in both key stages for all pupils. All pupils, including those with special educational needs and higher achievers, make good progress and their knowledge and understanding of historical information increases in depth and breadth.

147. Pupils' attitudes to learning are very good. They are interested in history and enjoy the subject. Their enthusiasm shows in their eagerness to answer questions and participate in discussion. At Key Stage 2, the pupils' recorded work is presented with care and there is evidence of older pupils carrying out personal studies, for example a study of Anne Boleyn's life. In the lessons observed during the inspection, teaching was good. Teachers' knowledge of the subject is good and the use of questions encourages pupils to think carefully about the knowledge presented to

them. Teachers make valuable use of a range of information and as a result, the pupils enjoy learning about the past. Lessons are well paced and conclude with plenary sessions where pupils share and evaluate their work. This teaching strategy is beneficial to all pupils but particularly to pupils with special educational needs. Activities are appropriately planned to capture the interest of the pupils and foster enquiry through discovery. Historical studies are well integrated into work with other subjects and contribute well to pupils' literacy skills.

148. The subject is well managed and the subject leader makes an effective contribution to the development of the subject in the school. She has effectively undertaken formal monitoring of teaching and learning to ensure that pupils have the range of experience required to cover the curriculum and to make good progress. A particular strength of the subject is the planning of the curriculum which ensures that pupils' skills and knowledge are well developed. Across the school, resources are good and well organised. There is good support of the curriculum through visits to places of historical interest and visitors further enhance the study of history.

149. **Music** plays an important part in the life of the school, and has improved since the last inspection. Pupils make good progress in performing, composing, listening and appraising, and exceed expectations at the end of both key stages. Key Stage 1 pupils can tap and clap a rhythm, understand basic ideas about pitch, and use a range of tuned and untuned instruments, many of which they can name. High attainers can distinguish between the rhythm and beat of a tune. They sing tunefully with enthusiasm and enjoyment. In Key Stage 2, pupils continue to make good progress. They compose imaginative pieces and collaborate well in groups. Many demonstrate good levels of musical proficiency that are aided by the knowledge gained from instrumental lessons. Pupils perform with confidence, and are taught to appraise their own and each other's work. A very large proportion of pupils play string, wind, brass and percussion instruments with the support of the peripatetic music teachers. The school also has a recorder club and a large and thriving choir which performs in the local community.

150. In the small number of lessons seen, teaching was good. Strengths include teachers' knowledge, confidence and motivating style; their clear explanations so that pupils knew what they were learning; and lessons combined singing, listening, moving and composing. The school makes good use of a commercial scheme of work, which provides continuity and progression and supports the knowledge of all teachers. In the most successful lessons, the scheme was used as a springboard for the teacher's own ideas. Pupils hear a range of music, particularly through the composer of the week whose work they hear in assembly. They use the wide range of instruments and music room well.

151. Throughout the school, pupils experience a good range of **physical education** activities. They exceed expectations at the end of both key stages and make good progress. This is an improvement since the last inspection. In dance, they improve their performance using different levels, tensions and directions by practising movements and watching others. They learn to respond to music and move rhythmically expressing ideas and feelings using body movements. All pupils learn to use space well, apply the safety rules and show an awareness of others. They are encouraged to notice and evaluate significant features in others' performances and make improvements to their own work. Some younger children improved their ability to land well and finish a movement through practice and watching others. Older pupils demonstrated good skills in sending and receiving a ball, and improved their defence techniques by practising movements. All pupils show a good understanding of the effect of exercise on their bodies and achieve good standards.

152. The pupils approach all aspects physical education with enjoyment and enthusiasm. They bring suitable clothing and change quickly and quietly. They concentrate and work hard to improve their skills, handling equipment carefully and working together using resources well. They listen carefully to the teacher and follow instructions immediately. When asked, they readily offer comments and suggestions on each other's performance and are happy to demonstrate or watch.

153. The quality of teaching is very good in both key stages. Each element of the lesson is planned in detail and clear instructions are given. Lessons are well paced and generally have a good warm up session and final cooling down session. Coaching points are made throughout which enable pupils to improve their performance. Teachers participate actively in the sessions, using praise and encouragement well. The best results are achieved when teachers allow pupils to share ideas and evaluate their own and others' performance. Physical education is very well managed and good progress has been made since the last inspection, particularly in the development of dance. Extra curricular

physical and sporting activities run by parents, teachers and coaches are very good and make a significant contribution to school life. Recently the school won a pop lacrosse tournament and is now actively promoting the sport.

154. The inspection of Perry Hall included a focused review of **swimming**. The school meets statutory requirements for swimming which takes place in the summer term. By the end of Key Stage 2, standards of attainment in swimming are in line with those expected in pupils of similar ages. Almost all pupils are able to swim 25 metres by the end of Year 6. Records and discussions indicate that the swimming programme is planned effectively and good use is made of instructors. Organisational arrangements are good. Class teachers and parents accompany pupils on the coach to the pool and supervise changing.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

155. The inspection was carried out by a team of five inspectors over a period of five days. 24 inspector days were spent in the school. For the majority of the time in the school, the inspectors visited classes, looked at pupils' work and talked with individuals and groups of pupils. There were almost 90 lesson observations, which took over 70 hours. The work of a sample of pupils was evaluated from each year group. Pupils from each year group were heard reading. Planned discussions were held with the teaching staff, including the headteacher, administrative and support staff and several governors. Many policy documents, teachers' planning and assessment records were scrutinised. A parents' meeting was held prior to the inspection and over 50 parents attended. A questionnaire about the school was returned by 186 families. Information from parents was used by inspectors to guide their work.

DATA AND INDICATORS

156. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	412	2	70	50

Teachers and classes

157. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)

17

Number of pupils per qualified teacher

24.2

158. Education support staff (YR – Y6)

Total number of education support staff

4

Total aggregate hours worked each week

37

159. Financial data

Financial year:

1998/9

	£
Total Income	718965
Total Expenditure	730165
Expenditure per pupil	1667
Balance brought forward from previous year	43755
Balance carried forward to next year	32555

160. PARENTAL SURVEY

Number of questionnaires sent out:

412

Number of questionnaires returned:

186

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	61	38	1	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	71	29	0	0	0
The school handles complaints from parents well	34	45	21	0	0
The school gives me a clear understanding of what is taught	46	53	1	0	0
The school keeps me well informed about my child(ren)'s progress	46	49	4	1	0
The school enables my child(ren) to achieve a good standard of work	56	44	0	0	0
The school encourages children to get involved in more than just their daily lessons	59	39	3	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	47	46	3	4	0
The school's values and attitudes have a positive effect on my child(ren)	56	41	2	0	0
The school achieves high standards of good behaviour	60	39	2	0	0
My child(ren) like(s) school	70	28	1	1	0

Other issues raised by parents

161. In their written responses and at the parents meeting parents were overwhelmingly supportive of the school. They were very positive about the headteacher and all staff.