

INSPECTION REPORT

CROOK LOG PRIMARY SCHOOL

Crook Log, Bexley Heath

LEA area: Bexley

Unique reference number: 101402

Headteacher: Mrs S Brown

Reporting inspector: Ms K Taylor
22424

Dates of inspection: 17th - 20th September 2001

Inspection number: 194178

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Crook Log Bexley Heath Kent
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Murrells
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22424	Kathryn Taylor	Registered inspector	Science History Provision for pupils with special educational needs	What sort of school is it? How high are standards? The school's results and pupils' achievements How well is the school led and managed? Assessment
9406	Roy Cottington	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development Staffing, accommodation and resources,
27426	Terry Aldridge	Team inspector	Mathematics Information and communication technology Design and technology	How good are the curricular and other opportunities offered to pupils?
23385	Suzanne Gerred	Team inspector	Provision for children in the Foundation Stage Art and design Music Religious education Equality of opportunity	
20782	Alison Grainger	Team inspector	English Physical education Geography	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crook Log Primary School is bigger than most other primary schools. There are currently 339 pupils, 158 boys and 155 girls, aged between three and eleven in the school and 24 more children are due to start in the reception class in January. Children enter the nursery and reception classes in two phases, either in September or January, depending on the date of their birthday. The children's overall attainment on entry to the school has been improving in recent years as a result of increased nursery provision locally. It is now broadly average overall, although there are quite wide variations between pupils. The school's admission number is 45, which represents one and a half forms of entry. Pupils are currently arranged into ten classes some of which are single-aged classes and some are mixed-age classes. Seven per cent of all pupils are from ethnic minority backgrounds. Twenty-five pupils at the school speak English as an additional language although only one pupil is at the early stages of English acquisition. Punjabi, Gujerati, Greek, Turkish, Cantonese and Albanian are the languages represented within the school. Just under a third of the pupils attending the school have been identified as having special educational needs: a high proportion of these pupils are on the higher stages of the code of practice and four pupils have a Statement of Special Educational Need. The proportion on the special needs register is above the national average. Ten per cent of pupils are known to be entitled to free school meals, which is in line with the national average. Pupil mobility is low. The socio-economic circumstances of pupils attending the school are average.

HOW GOOD THE SCHOOL IS

Crook Log School is a good school, which is well led and managed. The school is very inclusive; all pupils are welcomed and valued. Staff morale is high and there is good teamwork and a strong commitment to the pupils. Pupils make good progress overall during their time at this school because much of the teaching is good and because the school is successful in creating a climate that is conducive to learning. Pupils develop and maintain good attitudes to school and to their learning. The headteacher, staff and governors consult widely with parents and pupils. The school provides good value for money.

What the school does well

- The school is well led and managed.
- Standards in English at age eleven are good.
- The quality of teaching is good which is helping to raise standards and enables pupils to make good gains in learning.
- There is very good provision for pupils' moral and social development. This helps pupils to behave well, to develop and maintain very good relationships and good attitudes to their learning.
- The provision for the children in the Foundation Stage* of learning is good.
- The provision for pupils with special educational needs is good which enables pupils to make good progress.

**Foundation Stage of learning refers to children in the nursery and reception years*

What could be improved

- Standards in writing, although average can be improved further.
- Work in information and communication technology (ICT), although improved, still needs further development
- Teachers' planning at the year group and classroom level still requires further work to ensure it is even clearer and more precise about what skills pupils of different ages and abilities need to develop.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in 1997. The key issues identified have been thoroughly and rigorously addressed and additionally the work in all aspects of school life has

been strengthened and extended. Standards in information and communication technology, design and technology and science have all improved well. Overall standards in English and mathematics, including the school's results in the national tests have also been steadily improving each year. The teaching is now much better with an increase in good teaching and now no unsatisfactory teaching. The curriculum planning and the methods used to assess and keep track of pupils' progress have also improved well. The work of the subject co-ordinators has developed well. Links with parents have been extended. The school now provides better value for money. There has been good progress since the last inspection and a strong commitment and a good capacity to continue to make improvements in the future.

STANDARDS

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

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

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

The table above shows that in the tests in 2000 at age eleven the school achieved overall standards that are in line with the national average in English, mathematics and science. In English and science standards were also in line with those found in similar schools although in mathematics they fell below them. Comparison of pupils' results here with the same pupils' results when they took the tests at age seven, shows that pupils have made good progress between Year 2 and 6. In the tests at age seven overall standards are not as high as those at age eleven. However, when compared with pupils' attainments when these pupils joined the school, pupils achieve well. In general the school's results do not compare favourably with similar schools based on free school meals. However Crook Log has a high proportion of pupils who have special educational needs, a significant proportion of whom have complex needs. The results that these pupils achieve in tests depress overall test results. Since the last inspection the school's results have been rising at the same rate as the national tests results. Results in 2001 show a significant improvement to standards at age seven and a steady improvement at age eleven.

Inspection evidence shows that children in the nursery and reception make good progress so that by age five most pupils attain the expected standards in each area of learning. By the time they leave the school the majority of pupils attain at least the expected standards in English, mathematics and science and standards in reading are above average at this stage. Throughout the school pupils' standards in experimental and investigative science are good. Standards in singing are good. Standards in writing, although average overall, are a weaker aspect of pupils' attainment in English. In information and communication technology better provision is helping to raise standards, which are now broadly in line with that expected by the age of seven and eleven. There is, however the potential to improve these further. The work seen in all other subjects shows that standards throughout the school are in line with those expected. All pupils, including those pupils with special educational needs make good progress overall during their time at the school, because their progress is tracked well and prompt action is taken to give additional support to pupils who are experiencing difficulties.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They enjoy school life and almost all pupils are fully engaged in lesson activities and are very enthusiastic learners.
Behaviour, in and out of classrooms	Behaviour is good throughout the school. Although there has been one exclusion in the past 12 months this was a very isolated incident. Pupils respect and adhere to the school rules.
Personal development and relationships	Relationships are very good. Pupils care for and treat one another well. High levels of mutual respect are evident amongst pupils from diverse cultures and with diverse needs. Pupils support each other very well.
Attendance	Attendance is good with levels above the national average. Unauthorised absence is below the national average. There are still too many pupils taking holidays during term time.

Relationships between pupils and between pupils and staff are a strength of the school. The emphasis on the development of pupils' social skills starts at an early stage and includes training in handling conflicts, learning to share and to show respect for others. This, together with a strong ethos of care and support results in a friendly, safe and secure learning environment in which pupils can thrive.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching seen is always at least satisfactory and is good overall. The proportion of good and better teaching, about two thirds of lesson seen, has increased since the last inspection. The teaching contributes well to pupils' good overall progress and to their improved attainment. Throughout the school a particularly strong feature of teaching is the very good management of pupils and the highly positive relationships between teachers, learning support staff and pupils. This creates a very good climate for learning. The teaching of the basic skills in English and mathematics is good overall although more emphasis needs to be given to handwriting and to writing at length. Teachers also provide opportunities for pupils to consolidate their literacy and numeracy skills through their work in other subjects. Teachers have good knowledge of the range of subjects of the National Curriculum and religious education. Lessons are well prepared and teachers regularly assess pupils' progress and make good use of the information they gain from assessments when planning work and the levels of support that different groups of pupils will need during future lessons. However, sometimes not enough emphasis is placed on planning tasks that challenge all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum includes all subjects and appropriate time is given to English and mathematics. The provision for extra curricular activities is good and good use is made of the local community and visits to places of interest.
Provision for pupils with special educational needs	Good. Pupils' needs are identified early. Pupils are supported very effectively and their progress is rigorously monitored. The school provides well for a number of pupils who have complex needs. Teachers support pupils well in lessons and learning support assistants also make a very valuable contribution to pupils' learning. More than 60 pupils also receive additional teaching either individually or in small groups. The quality of this teaching is good. Pupils with special educational needs are also supported very effectively by the school's very positive ethos.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school has a very strong moral code and pupils' social development is given high priority from the time when they start in the nursery. The curriculum reflects well the cultural diversity of British Society. Although satisfactory, there is the potential to extend pupils' spiritual development.
How well the school cares for its pupils	Very good. The school takes great care to ensure the health, safety and well-being of all pupils. Child protection procedures are well established and used effectively. Procedures for monitoring behaviour and attendance are good and effective. Personal development is monitored well and effective action taken according to need. Pupils' academic progress is assessed regularly and is monitored well.

The school continues to establish a close working relationship with parents. Parental views are overwhelmingly positive and only a small minority express concerns in a few areas. The school responds well to concerns expressed and seeks to resolve them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very strong leadership and a very clear educational direction. The deputy headteacher, senior managers and subject co-ordinators all make a valuable contribution to school management. There is a strong commitment to ensuring continual improvements to all areas of school life.
How well the governors fulfil their responsibilities	Good. The governors are very supportive and interested. They bring a good range of expertise to the school. They fulfil their statutory responsibilities well.
The school's evaluation of its performance	Good. Procedures for monitoring and evaluating teaching are good. The headteacher and senior managers regularly analyse pupils' results in tests and their progress to ensure that pupils are performing as well as they should be. The headteacher, staff and governors work well together to regularly review the school's work, gain pupils' and parents' views and to determine how improvements can be made.
The strategic use of resources	Financial management is prudent. Financial administration is good and the school and governors have good procedures to ensure that they gain 'best value'. School development planning is clearly linked to improving standards. The school gives good value for money.

There are sufficient teachers, with a broad range of qualifications to meet the needs of the curriculum. Accommodation is good and well used. Resources are sufficient in quantity and are of good quality. The accommodation is good, is well maintained and well used. There is however, no regular access to outdoor provision for pupils in the reception classes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good enabling their children to make good progress. • Their children enjoy school. • The school achieves good standards of behaviour and helps their child to become mature and responsible. • Staff are approachable and the school works well with parents. • The school is well led and managed. • The school has high expectations of their children. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Parents would like more information about pupils' progress, especially in the annual reports. • The amount of homework set. • The mixed age classes.

The inspection team agreed with the positive views expressed by parents. The range of activities outside lessons was judged to be good and the amount of homework was judged appropriate. The information about pupils' progress is good overall although annual reports could provide more detailed information about pupils' progress in some subjects. The school has no choice but to have some mixed age classes because its admission number is 45 representing one and a half classes each year. The school works hard to ensure that pupils in mixed age classes receive the same curriculum as those in single aged classes and to ensure that some pupils are not always in mixed age classes while others are always in single age classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children make good progress in the Foundation Stage of learning (nursery and reception classes). By the time they leave reception and join Year 1 most children have achieved the recommended Early Learning Goals in each area of their learning. Pupils' attainment levels on entry to the reception classes have been improving in recent years and are now broadly average when compared to results in other Bexley Schools. However, there are significant variations between pupils and some children who join the school have complex special educational needs.
2. In the test at age seven in 2000 overall standards when compared with those in schools nationally, were about average in writing and in science, below average in reading and well below average in mathematics. However when individual pupils' results are compared with their attainments when they started at the school pupils achieved well. At age eleven results in English, mathematics and science were in line with the results found nationally. Again based on prior attainment levels from the test results of these same pupils when they were aged seven, pupils had made good progress. When the school's results are compared with similar schools, that is, those that have a similar proportion of free school meals, they sometimes do not compare well, particularly the results at age seven. However, such comparisons take no account of the proportion of pupils with special educational needs, which is high, especially the number of pupils on the higher stages of the Code of Practice; ten per cent of all pupils attending the school. Test results in 2001 show good improvements from those in 2000 and a narrowing gap between the attainments of boys and girls at age seven. Boys have tended to perform less well than girls in English, and particularly in reading. The school has been proactive in targeting boys and in buying additional resources to try to reflect boys' interests. This has been successful in promoting reading and where appropriate the school has also given additional support to individual pupils. Inspection evidence also highlights that there is a significantly higher proportion of boys than girls on the special needs register which will also affect comparisons of boys' and girls' attainments. Inspection evidence did not highlight any differences in pupils' attainments and progress based solely on gender.
3. Since the last inspection results in the national tests at age seven and eleven have been improving steadily each year. The school has been working particularly hard to improve results at age seven where standards have been lower. Improved levels of attainment on entry to school are supporting the school in achieving this, as has been the deployment of additional staff and resources into the lower school. The school has met the targets agreed with the Local Education Authority for the percentage of pupils to attain the expected Level 4 in English and mathematics at age eleven. Targets for the coming year are appropriately realistic and challenging.
4. The headteacher and senior managers thoroughly analyse pupils' results in the statutory and optional tests, as well as the outcomes of the school's own assessments of the pupils' work. The school has taken determined action to address any weaknesses found in pupils' attainments. The headteacher also monitors the attainment and progress of pupils from different ethnic backgrounds and of pupils in single-aged as opposed to mixed-age classes in order to ensure that all pupils are making the appropriate level of progress. Inspection evidence did not highlight any differences in standards and levels of progress made by different groups of pupils.
5. In English current standards of work at age seven are in line with those expected. At age eleven overall standards are above national expectations, particularly pupils' standards in reading. Throughout the school writing standards, although improving well are still a weaker aspect of pupils' attainment and continue to be a priority for development. Standards in handwriting, in particular the need to develop good handwriting habits from an early age, is also an aspect of work in English that can be improved. In mathematics and science standards are as expected at age seven and eleven. Standards in investigative and experimental science are good.

6. In information and communication technology standards are improving well and standards at age seven and eleven are broadly in line with those expected although with current developments in the subject, there is the potential to raise standards here especially pupils' skills in data handling, modelling, monitoring and investigating.
7. Work seen in other subjects shows that most pupils achieve at least the nationally expected age appropriate levels in all other subjects and make sound progress. Pupils with special educational needs attain standards that are often below national expectations. However, pupils achieve well in relation to the targets set for them in their individual education plans.
8. Standards have improved well since the last inspection. Test results have been improving steadily despite an increase in the number of pupils attending the school who have complex needs. Weaknesses in attainment identified in the last report, in science, design and technology and ICT have been given focused and rigorous attention and this has been successful in improving the standards and progress that pupils make.

Pupils' attitudes, values and personal development

9. Throughout the school, pupils very much enjoy coming to school and they have good attitudes to learning. In the nursery and reception classes pupils' attitudes to their work are particularly good. From the time when they start in the nursery children enjoy school and are happy to be there. Pupils take an active part in all aspects of school life. At times they show very high levels of enthusiasm and enjoyment and this is also evident from conversations with pupils during the inspection period. These very positive attitudes and values, which were evident at the time of the last inspection, are now even more strongly embedded in the ethos and daily life of the school.
10. Behaviour in and around school continues to be good. Pupils, across the year groups, show respect for the school environment and they are polite, courteous and friendly to visitors. When moving around the school and in assemblies for example they follow school routines and rules well. During lunchtimes they understand what is expected of them, show good social skills and require a minimum of supervision by staff. During a very wet lunch hour pupils in classrooms painting, playing board games or in quiet conversation demonstrated high levels of maturity, responsibility and trustworthiness.
11. Although one pupil was excluded during the past twelve months the circumstances were unique and involved a pupil with complex needs. The school worked hard to avoid this course of action but, in the interest of staff and pupils' safety, felt finally that exclusion was the only option. There have been no other exclusions. There is no evidence of oppressive or racist behaviour.
12. In lessons pupils settle down quickly, listen attentively to the teacher and work hard on the activities and tasks they are given. When required to do so they work well in groups and pairs, cooperating and collaborating well. There are a few albeit a minority of instances, when the lesson fails to interest pupils sufficiently and they lose concentration and become fidgety and restless. However, for the most part, pupils concentrate well and follow carefully the instructions and guidance given by teaching and support staff. There are also times when they become very enthusiastic during lessons. For example in a Year 1 science lesson when pupils were trying to identify the source of different items using the sense of smell, they burst into spontaneous applause when they arrived at the correct result.
13. The personal development of pupils is very good. From an early age they are encouraged to take responsibility for their own actions and learning. For example they are encouraged to resolve conflicts in a calm and non-aggressive manner. They respect the feelings, values and backgrounds of others and treat one another well. For example when a pupil suffers a minor injury or is upset other pupils show concern and bring the matter to the attention of staff. There is an open and inclusive ethos where pupils of all abilities and backgrounds are treated as part of the school community. Close friendships develop across gender and racial groups. Pupils with special needs, whether academic or physical needs, are treated as part of the school family and other pupils are very sensitive to their needs. This is seen for example, when pupils make sure that they move about very carefully and allow extra space for a child who uses a walking frame.

14. The school has a good attendance record. Attendance levels are higher than schools nationally and the level of unauthorised absence is below national averages. The number of pupils who are away on holiday during term time continues to be a problem despite the efforts of the headteacher to dissuade parents from this practice. Punctuality is good with very few pupils arriving late for school and there is a prompt return to lessons after breaks. The attitudes, values and personal development of pupils continues to be a major strength of the school and in some areas there has been an improvement on the already good standards identified at the time of the previous inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The overall quality of teaching and learning has improved since the last inspection when there was a significant proportion of unsatisfactory teaching. During the inspection, 64 lessons were seen. In all of these lessons, the teaching and learning was at least satisfactory. In half of the lessons seen teaching was good and, additionally in one in ten lessons teaching and learning were very good. Instances of very good teaching were seen in the nursery, in English in Year 3, in mathematics and design and technology in Years 5 and 6, in science in Year 1 and in religious education in Years 3 and 4. Examples of good teaching were seen in all classes.
16. The overall quality of teaching and learning in English, including the basic skills of literacy, is good in the nursery, reception classes and in Years 3 to 6. It is satisfactory in Years 1 and 2. In mathematics, the teaching and learning, including that in the basic skills of numeracy, are good throughout the school. Science is well taught although it is better overall in Years 1 and 2 than in Years 3 to 6. In design and technology, geography, history, information and communication technology and physical education the overall quality of teaching and learning for pupils in Years 1 to 6 is sound although some good teaching was seen in all subjects. Although some good and very good teaching was seen in religious education, art and design or music, not enough evidence was gathered to make a firm overall judgement on teaching and learning in these subjects throughout the school. In the nursery and reception classes, teaching and learning are very good in pupils' personal, social and emotional development. In creative and physical development, and in knowledge and understanding of the world, teaching and learning are good.
17. The very good teaching of personal, social and emotional development in the nursery and reception classes lays the foundation for the very good relationships and attitudes to learning, as well as the good behaviour, evident throughout the school. Teachers of these young children are very successful in encouraging independence and responsibility, such as when children are required to wash up their 'snack' cups. In other areas of learning, there is good use of opportunities for learning through practical experiences. This is seen, for instance, when children feel solid shapes to learn about their properties. Early scientific enquiry is encouraged as, for example, children watch jelly being made and think about 'dissolving' and 'melting'. While there is much strength to the teaching and learning in the nursery and reception classes, there are some missed opportunities to develop basic writing skills. There is not enough direction given in letter formation.
18. What distinguishes the very good teaching in Years 1 to 6 is the teachers' very clear focus on what it is that they want pupils to learn. In these lessons, teachers have high expectations of the standards all pupils are capable of achieving. Teachers' presentation is enthusiastic, gaining a very good level of interest from the pupils and motivating them to do their best and the pace of lessons is brisk. In a very good English lesson in Year 3, for example, questioning during the whole class introductory part was well matched to pupils' individual needs, as was the work that followed. Pupils rapidly developed their basic spelling skills and their independence in using dictionaries. In a Year 5 and 6 mathematics lesson, in which pupils made very good progress, questioning was also well directed and matched the range of pupils' needs.
19. A particularly strong feature of teaching throughout the school is the very good management of pupils and the highly positive relationships between teachers and pupils. This creates a very good climate for learning in which pupils try hard and are confident in asking for help when they do not understand or find an activity difficult. Teachers have generally good knowledge of the

range of subjects of the National Curriculum and religious education. This is communicated in the confident delivery of many teachers, as was seen for example in a Year 5 English lesson. Mathematics lessons are firmly based on the National Numeracy Strategy. While teachers have a secure understanding of the National Literacy Strategy, they are sometimes insufficiently flexible in providing for the development of pupils' writing skills, especially in writing at length and in improving writing for style and content. Lessons in all subjects are usually well prepared and successful in achieving what they set out to do because teachers know what the purpose of each lesson is. In some lessons, however, there are occasions when learning intentions need to be even more precise.

20. Teachers often provide interesting and challenging tasks supported by stimulating resources. This was seen in a Year 6 religious education lesson in which Year 6 pupils developed their understanding of the Jewish faith and Rosh Hashanah well as they studied some of the signs and symbols of Judaism and looked at a selection of Jewish New Year cards. In science, there is a good emphasis on learning from first-hand experiences which develops pupils' understanding well. Teachers give good attention to the development of subject vocabulary, for example in science and history. In physical education lessons, pupils' learning is most effective when teachers not only demonstrate themselves or use pupils as examples, but also when they encourage evaluation of the demonstrations. Homework is used satisfactorily to extend pupils' learning at home.
21. In class lessons teachers and learning support assistants provide consistently good support for pupils with special educational needs including those pupils with a statement of special educational need. Lesson planning and organisation always take account of the pupils' additional needs, tasks are usually well matched to them and levels of individual and group support are good. Learning support assistants have a good understanding of when it is appropriate to give focused support and when to take a back seat and allow pupils to work independently or as part of a group. At such times they always keep a careful eye on pupils so that support can be promptly given if and when the need arises.
22. The teaching of pupils with special educational needs in sessions when they are taken out of class is good. The work in these groups is clearly focused on meeting pupils' targets in individual education plans. Pupils' progress is assessed and recorded throughout the lesson and teaching is continually modified in the light of this so that pupils learn at a good pace. Teachers know their pupils well, which enables them to make good use of opportunities to reinforce and revise previously learned concepts and to quickly adapt the teaching if necessary. Very good attention is given to motivating, rewarding and praising pupils and building their self-esteem. As a result pupils remain involved in the lesson and try hard, despite their difficulties.
23. Although no unsatisfactory teaching was seen during the inspection, there are areas in which weaknesses were noted. It should also be noted however, that the inspection took place two weeks after the beginning of term when teachers were still getting to know their classes. In some English lessons, there are missed opportunities to move pupils' learning on at a better rate and higher attaining pupils were not always sufficiently challenged. In some mathematics and science lessons, there is not always enough encouragement for all pupils to answer questions or to talk about their work. The planning by teachers to cover two-year groups is not always sufficiently adapted to the needs of specific classes in individual lessons. In a Year 1 geography lesson, for example, pupils were expected to do much the same work as those in Year 2 and they found it to be too difficult. Marking is used well in English and there is also evidence of effective marking in mathematics, although the quality is not consistent between classes. In other subjects, while marking is regular, it does not always tell pupils how they might improve their work.

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

24. The curriculum for the Foundation Stage of learning is good. A wide range of interesting and relevant learning opportunities is well thought out and organised to ensure that children make good progress along the "stepping stones" that lead to the nationally recommended Early Learning Goals by the end of the reception year.

25. The curriculum for pupils in Years 1 to 6 is now well established and includes all the subjects of the National Curriculum, religious education and personal, social and health education. There is a good range of visits provided and use of visitors to school, which successfully extends the curriculum beyond the classroom. Provision for sex and drugs education, especially that for the oldest pupils, is good. Clear guidance for teachers about developing citizenship is being developed. The school is involved in the Healthy Schools initiative, which further extends its curricular provision.
26. The curriculum is broad and well balanced and there are some good links between subjects. There are useful policies. Subject planning and guidance, which was identified as an area of weakness at the time of the last inspection, is now firmly based on national frameworks. These have been soundly adapted to the needs of the school and are based on a two-year cycle to cater for the mixed-aged classes. All subjects have a designated co-ordinator who monitors termly planning to ensure it meets national requirements. The provision of specific subject activity weeks, such as those in design and technology, science and literacy further enhance the curriculum on offer.
27. A major weakness identified at the time of the last inspection was the lack of systems to ensure that pupils in mixed-aged classes receive a similar curriculum to those in single-aged classes. Progress in addressing this has been good and, for the most part is very successful. However there are still some weaknesses. Because of the mixed-age group classes alongside single-aged classes and because the composition of classes is constantly rotating each year, (in order to ensure pupils have equitable access to being taught in single-aged classes), the attainment level of pupils in each of the different classes can vary considerably. Responsibility for ensuring that the work planned each year is appropriate to the pupils in each class is therefore down to individual class teachers. There are some examples when teachers need to do more to ensure that the skills being developed are more finely tuned to the needs of all of their pupils.
28. The curriculum successfully incorporates all pupils including those with special educational needs and the small minority of pupils with English as an additional language, only one of whom is at the early stages of English acquisition. Support for pupils with special educational needs is good. The school complies with the recommended Code of Practice and devises detailed programmes of work and support to meet pupils' individual needs. Pupils' progress towards the objectives outlined in their individual education plans is reviewed very rigorously at least every six months. One pupil in need of additional support in learning English receives regular specialist support from a visiting teacher. She also provides good support and advice to teachers. The equal opportunities policy and the school's strong commitment to equal opportunities are reflected well in its provision, in its aims and in the ethos of the school. Pupils' achievements are carefully monitored by gender, ethnic background and attainment to ensure the curriculum is relevant to their needs and is adapted as necessary.
29. The National Literacy and Numeracy Strategies have been effectively introduced and both are well established. This is helping to raise standards. The school gives high priority to developing basic skills in literacy and numeracy. There is still the potential to adapt the literacy teaching so as to provide more opportunities to develop pupils' skills in independent writing here and through their work in other subjects.
30. The school provides a good range of extra-curricular activities such as dance, computer, recorders, chess, needlecraft and gymnastics. These are supplemented with seasonal activities such as football, cricket and netball. All activities are well supported and popular. A good range of educational visits, for example to museums and other places of interest, further enhances curriculum provision. Pupils in Year 6 also have opportunities to attend a residential visit.
31. Provision for pupils' spiritual, moral, social and cultural development is good overall with moral and social development being very good. There is satisfactory provision for pupils to develop their knowledge and insights into different values and beliefs. Pupils are given good opportunities in daily acts of worship, religious education lessons and circle time to develop their spiritual awareness and self-knowledge and have time for reflection. Arrangements for daily acts of worship are good and ensure that statutory requirements are met. Themes are carefully chosen and include major religious festivals from different faith backgrounds. Displays of objects

from other faiths, such as 'Faith symbols' and 'Festivals of Faiths' provide opportunities for pupils to reflect on and develop respect for different beliefs. However, there are some missed opportunities for reflection during assemblies. The provision for spiritual development is less evident across the range of subjects and the school is looking at ways to extend the opportunities.

32. Provision to promote the principles which distinguish right from wrong, are very good and this is an area that particularly pleases parents. The school works extremely hard to promote and reward good behaviour and to raise pupils' self-esteem with considerable success. Clear rules are displayed in all classrooms and all staff promote very good behaviour by following the school's discipline policy. Pupils also have opportunities to reflect on the part they play in making the school a friendly and supportive community. 'Circle time' activities (where pupils sit in a circle and discuss matters of mutual concern) provide good opportunities for pupils to discuss issues and establish codes of behaviour, which clearly has a positive influence on relationships. During the inspection week some important issues were discussed and explored during assemblies, around friendships, dealing with jealousy, making mistakes and making reparation.
33. The school provides very good opportunities for pupils to develop socially and increase their understanding of living in a community. Within their classrooms, pupils carry out a range of tasks that encourage them to take responsibility and help each other. Older pupils have added responsibilities such as setting up equipment in the nursery, helping with younger pupils at break times, reading with pupils in the reception classes, performing office duties and tasks in assembly. The school council also provides opportunities for all pupils to take part in the decision making process. All pupils are encouraged to work harmoniously together, as seen for example in many lessons during the inspection period. Pupils are also encouraged to take responsibility for their own learning and to acquire independence in learning. The good provision for extra curricular activities provides further opportunities for pupils to work together and to take part in inter-school sporting activities. A residential trip for pupils in Year 6, promotes their social development well. All adults in the school provide very good role models and work positively with pupils, which makes pupils want to co-operate with them. Pupils are involved in a good range of fund raising activities. For example, in the recent past pupils have raised money for Comic Relief, Battersea Dogs Home and the United Kingdom Brain Tumour Society. Pupils also regularly entertain local senior citizens.
34. There is good provision for pupils to appreciate their own cultural traditions and the richness of other cultures. The school takes very seriously its responsibility to enable pupils to appreciate and respect the rich cultural diversity of British society. The school also strives hard to ensure pupils gain valuable first-hand experience through visits to museums and places of interest. A range of visitors to school: musicians and theatre groups, representatives of the police, various wildlife trusts and fire services, also extend the curriculum provision, which supports pupils' cultural development well. In geography pupils learn about life in the immediate locality and in contracting localities, for example, Chembakoli, a village in India. In history they learn about some of the important events in the past: for example life in Tudor Times, the Victorian Era and during the Second World War, all of which contributes to their cultural development. Religious education, art and music also make a good contribution to pupils' understanding of the diverse cultural traditions as pupils learn about the music and art from their own and other cultural traditions. Resources including books are chosen well to reflect a range different cultural traditions and this also makes an important contribution.
35. The school has good and constructive links with other schools in the area, which include visits for staff to observe others teaching to improve their own practice and meetings with curriculum coordinators in other schools. There are good relationships with the nearby secondary schools, which effectively aids transition at age eleven. The school's association with the Education Business Partnership and Environmental groups is particularly strong and both have benefited the school well. The school also takes full advantage of the opportunities available through the Internet in developing pupils' learning, for example in English and history.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school has a very caring and supportive ethos. A key feature is the extent to which all staff know each individual pupil well. There is a very strong sense of community within the school and all pupils can feel welcome and fully involved.
37. Teachers and support staff encourage all pupils to contribute and value each individual's efforts. They are sensitive to any changes in pupils' attitudes, behaviour or performance. Staff readily help those who experience difficulties and provide appropriate guidance and reassurance. This enables and motivates pupils to work hard and to contribute in all activities.
38. The school has established very effective systems for monitoring, welfare and behaviour. Teachers maintain records in which they log, in a codified form, areas of concern. Staff on duty during breaks and at lunchtime keep behaviour records and the information is passed on to the appropriate class teacher. The effective use of both of these procedures has resulted in the early identification of potential problems and ensures that appropriate support is given. Good behaviour is acknowledged by staff either through praise or by awarding points. The absence of inappropriate behaviour or unkindness is, to a large extent, due to the very positive ethos, the example set by all staff and the consistency in promoting good behaviour that is evident across the school.
39. The school takes very seriously its duty for the care and safety of its pupils. Daily routines are designed to ensure the safety of pupils and there is an absence of any potential risk to pupils or staff within the whole school environment. During break times staff show a high level of vigilance and respond quickly to injuries or possible dangers.
40. The school has very effective child protection procedures in place. The headteacher is the designated person. Records are well-maintained and the school has developed good working relationships with other agencies. Staff have a good understanding of the formal procedures and identify any potential issues or difficulties at an early stage.
41. Attendance and punctuality are monitored on a daily basis and regular meetings are held with the educational welfare officer when concerns are discussed and action agreed. The school uses an electronic registration system and uses the data well to monitor attendance over time. However the current system has limitations and is shortly to be upgraded to enable the school to monitor attendance even more effectively.
42. The school has worked hard and successfully since the last inspection to improve its assessment procedures. In the Foundation Stage of learning there are good procedures for making initial assessments and for assessing how well children are doing in lessons. A new and effective system for recording children's achievement in relation to the "stepping stones" has also recently been introduced. Baseline assessments are carried out when pupils transfer from nursery to reception. There are now good systems to monitor and track pupils' progress as they move up from reception to Year 6, especially pupils' progress in English, mathematics and science. Pupils' results in national tests and optional tests, and in reading and spelling tests as well as regular ongoing assessments and tests, provide a clear picture of how well pupils are doing. The school has in most other subjects, established good procedures for assessing pupils' work. These are most often linked to the specific skills outlined in the planning for subjects.
43. The headteacher uses assessment data very well to help track the progress of different groups of pupils: boys and girls and pupils from different ethnic and social backgrounds as well as pupils in mixed-age classes and those in single-aged classes. At the classroom level teachers use assessment information well to group pupils according to ability and to determine which pupils will be given additional support to carry out activities. Results of assessments however, are not always used effectively enough to differentiate the tasks set for pupils. Too often it is pupils' literacy skills that determine the complexity of work rather than pupils' prior attainment in the specific subject. The information provided from assessment is used very effectively to identify and target those pupils who are experiencing difficulty and therefore need additional help including those pupils who need to be placed on the special needs register. The progress of pupils with special educational needs is monitored very regularly and rigorously against the targets set for them in their individual education plans.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school's efforts to build a strong partnership with parents have progressed well since the last inspection and are making a good contribution to the standards that pupils achieve. There is also a strong commitment to continue to develop this aspect. For example, parents' views about the school have been audited through a parental survey and any suggestions or concerns were taken into account when the school development plan was drawn up.
45. Opportunities for parents to learn about and be involved in the curriculum have increased and these events are well supported and appreciated by parents. For example, parents attend and take part in activities during Science Week, Book Week and Design and Technology Week and they expressed how much they valued opportunities to learn about how the school teaches mathematics. Parent's involvement and increased understanding has enabled parents to better support their children's learning at home. The school has developed a positive culture of openness with parents, which has led to a greater exchange of information. Teachers actively encourage parents to discuss any concerns or issues they may have, and, senior managers are very willing to meet parents individually to discuss any problems. Before children join the nursery the teacher and nursery nurse visit parents and children at home. Parents and children are invited to visit the nursery before they start to help familiarise them and settle them in. If children initially experience difficulty settling into nursery or reception, parents are welcome to stay and to take part in the settling in process.
46. The school places a high priority on working closely with the parents of pupils with special needs. Parents are involved and kept informed at all stages of their assessment, target setting and annual reviews.
47. For their part, nearly all parents show an interest in their children's education whilst many take an active role in helping with learning, for example by reading with their children at home. A group of parents are regularly involved in the daily life of the school for example, by helping in the classroom, becoming involved in after-school clubs or with visits to places of interest. The school is also about to run some training opportunities for parents and parent helpers about appropriate strategies to use when hearing children read. Parents' contribution during lessons was also noted during the inspection period, in science lessons for example, when they provided good support enabling pupils to learn well from practical activities and experiences. Parents also help by carrying out tasks to improve the outdoor environment.
48. The Friends of Crook Log continue to provide very good support to the school. The group works in close liaison with the school to identify how best funds they raise can be spent. For example the funds raised by the group were recently used to buy ICT hardware. The money raised enables the school to allocate more of its budget on teaching and learning priorities, which benefits pupils' learning.
49. The problems with the formal style of school documentation, provided for parents, particularly the prospectus and nursery brochure identified at the time of the last inspection report, have now been addressed. Formal documentation is now clearly written and easily understood. Regular newsletters continue to be interesting and informative.
50. Pupils' annual progress reports have been reviewed and now give a clearer indication of how well pupils have progressed, especially in the core subjects of English, mathematics and science. Comments about other subjects sometimes tend to describe more about what pupils have studied rather than what they have learned and where further emphasis is needed. The home/school contact book is used effectively as a means of daily communication between home and school particularly for those pupils who require additional support or who have special needs. In this way teachers and parents are able to continually have an involvement in the monitoring of their children's academic and personal development and progress.
51. The results of the parental survey show that the majority of parents hold positive views about the school. They are particularly happy about the high standards of behaviour, the progress their children make, teachers' high expectations of their children and the way the school helps to develop their children's maturity and responsibility. Almost all those who responded also

indicated that their children enjoy school. The inspection findings show that these positive views are fully justified. Some parents, albeit a minority, feel that the school does not adequately provide an interesting range of activities outside lessons and that they are not kept informed about progress. Some parents are also not happy about mixed-age classes and a minority feel that the school does not achieve a good balance of homework. Inspection evidence contradicted these minority views. The school provides a good range of extra curricular activities including clubs, off-site visits and residential trips. Similarly the wide range of events, meetings and the accessibility of teachers give parents every opportunity to understand not only what is being taught but also how pupils are progressing. The homework set was judged appropriate. The school has no choice but to have mixed age classes. However staff work hard to ensure pupils in mixed age classes receive the same curriculum as those pupils in single aged classes.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. Since the last inspection there have been good improvements to the leadership and management of the school. Weakness identified in the role of the curriculum co-ordinator has been given very good attention and all aspects of the leadership and management have been strengthened. The school is well led and managed and has a clear set of appropriate aims, including a strong commitment to equality of opportunity. The aims are reflected well in all aspects of the school's work. There is a strong commitment to continually improve and extend what the school offers its pupils, not only in terms of their academic achievements and progress but also their welfare and personal development.
53. The headteacher provides very good leadership and a very clear educational direction. Since joining the school three years ago she has worked very well with the staff, parents and governors to build on and strengthen all aspects of the school. A particular strength in the management lies in establishing and maintaining the very positive climate for learning, strong teamwork and a strong partnership between home and school. The success is evident in the very positive attitudes of pupils, the strong support from parents and the staff's commitment and high morale.
54. The headteacher is ably supported by the deputy headteacher, who joined the school shortly after the last inspection. She and the headteacher work well in partnership whilst ensuring that there are very clear lines of responsibility. The deputy headteacher is also the special needs co-ordinator (SENCo). She has worked very hard to make improvements to this provision since the time of the last inspection. All aspects of special needs work are now very efficiently and effectively managed. Communication with parents and with external agencies and providers is good. The SENCo keeps a good overview of the provision and of pupils' progress both through her own teaching input and her management of the relevant teaching and support staff. The special needs governor, who also works at the school, is well informed and has a good background in working with pupils with additional needs. She regularly monitors the provision both formally and informally.
55. Members of the senior management team make a good contribution to school management and to decision making and ensuring effective communications. The Foundation Stage of learning is well led and managed. The co-ordinator, who is knowledgeable and enthusiastic, has played a leading role in developing and shaping the curriculum and assessment procedures for the Foundation Stage. Although she oversees the teaching in the reception classes by looking at teachers' planning, she has not yet had the opportunity to check the quality of teaching and learning through direct observation of lessons. There is scope for this to be done in order to ensure consistency in the quality of teaching across the Foundation Stage. The co-ordination of subjects is good. Co-ordinators have a clear overview of work in their subjects and where developments are still needed. They have worked hard since the last inspection to develop their own expertise, to produce schemes of work and to improve the arrangements for assessing pupils' work and progress. Co-ordinators of the core subjects of English, mathematics and science have had the opportunity to observe and evaluate the quality of teaching throughout the school. Extending the role of other subject co-ordinators and developing their skills in the monitoring of teaching and sampling of pupils' work is a school development priority. Extending their role in this regard would enable all of them to be fully informed of the impact of the

curriculum planning, assessment and resourcing on the overall quality of teaching and learning in their subjects.

56. Teaching is regularly monitored by the headteacher or deputy headteacher. Feedback is given to individual members of staff and more general observations and areas for development are discussed at staff meeting level. Very good attention has been given to professional development of both teaching and support staff since the last inspection and the school makes good use of opportunities to visit other schools including Beacon Schools. Systems for appraisal and performance management of teachers are securely in place and lead on from previous systems. There are also established systems in place to appraise and guide the work of the administrative and support staff.
57. The school development plan contains very relevant educational priorities. Staff and governors are effectively involved in the process and outcomes of consultations with parents and pupils are also taken into account when setting priorities. Available resources, including financial and human resources, are then targeted on the priorities for improvement. Progress towards the targets set is reviewed regularly.
58. The governors are very interested and supportive of the school and they fulfil their statutory responsibilities well. They bring a strong commitment and a good and varied range of expertise to the school. Opportunities for governor training locally are very good and governors have used these well since the last inspection to strengthen their work and its impact on the school. The governors' role in acting as a critical friend is good and this aspect has developed particularly well in recent years. Governing body meetings and those of sub-committees take place regularly and governors are kept well informed about the school and about its progress.
59. Teaching and support staffing levels are satisfactory. Although there has been a 50 per cent turnover of teachers in the past two years this has been mainly due to career moves and maternity leave. No permanent staff changes have occurred in the past 12 months. There is a good range of skills, qualifications and experience amongst teaching staff whilst deployment of teachers across the school in terms of their experience effectively meets the needs of the curriculum and the pupils. Induction arrangements for staff joining the school are effective, especially for those teachers who are new to teaching. Newly appointed staff are welcomed to the school and are quickly accepted as part of the team. Learning support assistants are well trained and deployed and make a very valuable contribution to pupils' learning, especially that of pupils with special needs including those pupils with a statement of special educational need. Teachers and support staff work closely together during lesson planning and work very well as a team. A number of support staff have dual roles, for example they work in the classrooms and also do lunch and playground duties. This enables a good level of continuity in many areas, for example with behaviour management and the personal development of pupils.
60. The accommodation is good. Pupils benefit from extensive school grounds which are very well maintained and which incorporate adequate hard surfaces for play and physical education as well as grassed areas for team games. A well-designed and established wildlife area is a further notable feature. Space in teaching areas is adequate for the delivery of the curriculum and enables teachers to adopt a range of teaching strategies. However there are some ongoing maintenance problems with the newest parts of the building. The outside accommodation in the nursery is good. However, it would benefit from a "soft" playing surface, particularly under climbing apparatus. This would avoid the necessity of setting out and putting away safety mats at the beginning and end of each day. The school's plans to develop a secure outside area for children in the reception classes, which were mentioned in the last inspection report, have still not come to fruition due to financial constraints and this remains a priority. Such an area would enable children in reception classes to benefit from the daily and ongoing physical exercise and activities that are now part of the required curriculum for children in the reception classes.
61. Good use is made of available space such as in the well stocked library, areas set aside for additional support and a very well equipped modern ICT room. The quality and range of teaching resources is good and in some areas very good, for example the enhancement of ICT resources has made a significant impact on this area of learning. The shortage of resources for history and religious education highlighted in the previous inspection report has been addressed.

There is a very good range of resources for pupils with special educational needs, especially reading resources.

62. The administrative staff effectively support the work of the headteacher and class teachers, and they provide a useful contact point for both pupils and parents. They are conscientious and efficient, ensuring a good standard of day-to-day administration and control of the school's budget.
63. The school has good systems for financial planning and for monitoring of the budget. Systems to ensure best value and to evaluate the impact of any spending decisions on pupils' overall attainment and progress are firmly established. The headteacher and governors regularly monitor and evaluate the school's outcomes in relation to schools nationally and similar schools. There are effective systems to ensure that value for money is obtained when purchasing goods and services. Suggested improvements highlighted through external audit have been addressed. The school makes good use of ICT to keep a regular check on its spending and for an appropriate range of administrative tasks. Funds allocated for specific purposes are effectively deployed, for example those for staff training and curriculum developments. The specific funds allocated to the school for special educational needs are used appropriately and the school also allocates a good proportion of additional money to enhance this aspect and in order to meet the needs of the relatively high proportion of pupils with additional needs.
64. The teaching is good and pupils achieve well during their time at this school. The school provides a very caring and supportive environment for pupils and the provision for their personal development is very good. The school is well led and managed and standards are improving. The cost per pupil is fairly low. Progress since the last inspection is good and the school has a strong commitment and a good capacity to continue to make improvements. When consideration is given to all of these factors, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- i. Improve standards in writing throughout the school by:
 - providing more opportunities for extended writing and for pupils to draft and redraft their written work;
 - giving better and more consistent attention to the development of pupils' handwriting skills including ensuring that pupils develop the correct pencil grip and posture;
 - amending the teaching and curriculum as appropriate to bring these improvements about..

(Paragraphs 5,29,69,70,79,83,87,117)

- ii. Raise standards in information and communication technology further by:
 - completing current ongoing training for teachers;
 - continuing to develop the relevant links between ICT and work in other subjects;
 - giving more attention to the use of ICT for data handling, modelling, monitoring; and investigating;
 - extending the software available.

(Paragraphs 6,12, 124, 125, 128)

- iii. Ensure that teachers' planning of work for pupils in their class is consistently clear and precise about the skills that pupils of different ages and abilities will need to develop

(Paragraphs 27,116, 121)

Key issue 2 is already in the school development plan, as are the first and second minor issues identified.

In addition to the above key issues, the governors should also consider including the following minor issues in the action plan

- improving outdoor provision for pupils in the reception classes (*paragraph 60*);
- developing the skills of all co-ordinators in the monitoring of teaching (*paragraphs 55, 112, 118, 122, 127, 133, 138*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	35	22	0	0	0
Percentage	0	11	55	34	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	339
Number of full-time pupils known to be eligible for free school meals	3	33

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	3	100

English as an additional language	No of pupils
Number of pupils with English as an additional language	25

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	22	23	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	17	17
	Girls	21	21	19
	Total	35	38	36
Percentage of pupils at NC level 2 or above	School	78(82)	84(76)	80(91)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	21	26
	Girls	21	12	14
	Total	38	33	40
Percentage of pupils at NC level 2 or above	School	84(80)	87(89)	93(93)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	17	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	21	26
	Girls	14	12	14
	Total	36	33	40
Percentage of pupils at NC level 4 or above	School	80(78)	73(74)	89 (72)
	National	75(70)	72((69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	26
	Girls	14	13	15
	Total	35	35	41
Percentage of pupils at NC level 4 or above	School	56(67)	78(80)	91(85)
	National	70(68)	72(69)	79(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	12
Pakistani	0
Bangladeshi	0
Chinese	2
White	316
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	12.5
Number of pupils per qualified teacher	24.3
Average class size	29.4

Education support staff: YR– Y6

Total number of education support staff	9.0
Total aggregate hours worked per week	181

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26

Total number of education support staff	1.0
Total aggregate hours worked per week	30

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	1
Other minority ethnic groups	0	0

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

Financial information

Financial year	200/2001
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	£
Total income	661,635
Total expenditure	682,846
Expenditure per pupil	1,997
Balance brought forward from previous year	49, 659
Balance carried forward to next year	28, 448

Recruitment of teachers

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	13

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

*Although teacher turnover would appear to be particularly high a number of teachers leaving left only temporarily because of maternity leave. The same teachers are then included in figures as joining the school when they later returned to work.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	339
Number of questionnaires returned	126

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	40	1	0	0
My child is making good progress in school.	41	54	4	1	0
Behaviour in the school is good.	36	61	1	0	2
My child gets the right amount of work to do at home.	24	54	14	4	4
The teaching is good.	44	48	4	0	4
I am kept well informed about how my child is getting on.	33	48	18	1	0
I would feel comfortable about approaching the school with questions or a problem.	56	36	6	2	0
The school expects my child to work hard and achieve his or her best.	53	40	6	0	1
The school works closely with parents.	39	44	13	2	2
The school is well led and managed.	34	55	5	2	4
The school is helping my child become mature and responsible.	45	52	2	1	0
The school provides an interesting range of activities outside lessons.	23	37	20	6	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. The provision for children in the Foundation Stage has improved since the last inspection. The good and very good teaching in the nursery has been maintained, while teaching in the reception class is at least satisfactory and is most often good.
66. Children in the Foundation Stage are taught either in the nursery or the reception classes. The youngest children are admitted to the nursery, on a part-time basis, in the year of their fourth birthday and transfer to full-time education in reception classes either in September or January preceding their fifth birthday. Currently, 25 children attend the nursery in each of the morning and afternoon sessions. At the time of the inspection, three children in the nursery have also been identified as having special educational needs and two children learn English as an additional language. There are currently 16 children on roll in the reception year, three of whom are registered as having special educational needs. Children start from a fairly low level of skills when they enter the nursery and make good progress throughout the nursery and reception years. Not all the children who attend the nursery transfer to the reception classes. However, since the previous inspection the percentage which do so has risen from approximately 30 per cent to 60 per cent and this is a contributing factor in the rise in overall standards when children join Year 1.

Personal, social and emotional development

67. In both nursery and reception classes, most children are well on course to attain the recommended Early Learning Goals for this area of learning and many will exceed them. This is because children's personal, social and emotional development is given a high priority and to good effect with learning in this area being strong. Children learn to trust the staff and relax into routines quickly. For example, when they come into school children quickly settle down to tabletop activities and most separate from their carers or parents with confidence. Children enjoy the activities provided. Most are developing good levels of concentration and are becoming independent in some areas of learning. In the nursery, for example, most children can put on their coats and wash their hands independently and settle to whole class as well as individual activities. In reception the children persevere for extended periods of time at an activity of their own or the teacher's choosing and they begin to engage in more collaborative play.
68. The quality of teaching and learning is very good in both nursery and reception classes. The nursery provides a very good start to school life by providing a welcoming, calm, and happy environment with consistent and very well organised routines. This provides children with security and helps to build up their confidence. Children respond very positively to the care of the staff and to the very good role models they provide. From their earliest days in school, children are taught right from wrong in a firm but positive way and are sensitively shown, for example, how to settle disagreements and to look after someone they may have hurt. This is instrumental in helping them to develop good attitudes to school and in forming very good relationships with adults and with each other. Staff in reception classes maintain these very good relationships with children and build on previous experiences in providing good opportunities for children to work and play together. From the time they start in the nursery, teachers encourage children to take responsibility by providing opportunities for choice and by involving them in jobs, such as washing up their "snack" cups and tidying their classrooms at the end of sessions. This leads to children developing a good level of independence by the end of the reception year.

Communication, language and literacy

69. Standards in the nursery and reception class are at the appropriate levels to enable children to attain the expected Early Learning Goals by the end of the reception year. Children currently in the nursery class listen and respond to questions attentively, with increasing levels of

concentration. As they move from the nursery to reception most gain confidence as speakers, so that they can answer adults' questions and begin to talk to the class. Children in the nursery develop an enjoyment of books and by the time they enter the reception class most can sequence a story by looking at the pictures and most understand that print and illustrations convey meaning. At this stage in the year, some reception children can already read their own names and some recognise familiar words and captions. The children are becoming familiar with some letter sounds and are beginning to link these to initial letters in words. Most children have reasonable pencil control and can independently write their names and some letter strings. They can trace patterns and copy from a model, for example, when writing about things they can do with their hands. However, many children are unclear where to start or finish letters of the alphabet in order to form them accurately.

70. The overall quality of teaching is good, although, there is some variation in the quality of teaching in literacy lessons in the reception class. Children's literacy skills are effectively developed through sharing and discussing stories and through literacy lessons, which include small group writing and reading activities. Staff in the nursery take every opportunity during activities across all the areas of learning to develop children's understanding of language and to extend their vocabulary. For example, when showing children how to make jelly, the teacher successfully introduced children to the words "dissolve" and "melt". In both nursery and reception, teachers provide good opportunities for children to develop communication skills. Imaginary settings such as a home corner, the three bears' house or hairdressers' salon provide good opportunities for children to engage in conversations with others or to imaginary people by telephone. However, there is scope for more adult intervention here in order to provide more opportunities to develop early writing skills, for example, in the course of role-play, and, for children to be given more direction in letter formation. This would be beneficial to the development of the children's handwriting. Through effective intervention, children with English as an additional language and those with special educational needs are well supported to enable them to make the same rate of progress as others. Children are able to take reading books home and, in both nursery and reception classes, teachers encourage dialogue with parents and carers in supporting reading development at home.

Mathematical development

71. Currently in the nursery and reception classes, children are attaining the "stepping stones" that indicate they are likely to attain the Early Learning Goals for mathematics. For example, in the nursery, children recite numbers in every day situations, such as the number of children present at registration and the number of candles on a birthday cake. In reception, the children can recognise and name colours and most children count and match objects at least to 10 and some to 20. They can recognise and name some elementary two-dimensional shapes such as squares, triangles and rectangles. They learn to identify attributes such as the number of sides and corners. They are learning the names of solid shapes and are beginning to recognise these shapes around them in school and at home. Pupils show very good attitudes and concentrate well on tasks and activities.
72. The overall quality of teaching and learning is good. Effective planning and organisation, together with interesting and imaginative activities, games and resources, ensure that children learn well in both nursery and reception classes. In the nursery, adults take every opportunity to develop mathematical language. For example when children are preparing for Teddy's party they sit at the "round" or the "rectangle" table. A multi-sensory approach is particularly beneficial to children's learning about flat and solid shapes in the reception class. For example, feeling the number of sides on a rectangle effectively reinforces the concept of longer and shorter sides and helps children to understand the difference between a square and a rectangle. The making of sandwiches and later eating them is also used effectively to reinforce work on shape.

Knowledge and understanding of the world

73. Children's attainment is broadly as expected for their age. Most children are on course to attain the Early Learning Goals by the end of the reception year. In both nursery and reception,

children are developing well their competence in using computers. They develop the ability to control what happens on the screen by using a mouse, for example to draw and paint patterns and to write letter strings using the keyboard. Children in reception use a variety of programs to support their work in literacy, mathematics and art. Children use a range of construction materials and recycled materials effectively to make models. They learn to appreciate celebrations and festivals by listening to stories and by acting out special occasions such as Teddy's birthday and a wedding in "The Crook Log". Children in reception and nursery classes develop a sense of the past by finding out about present and past events in their own lives and those of their families and friends.

74. The quality of teaching is good in both the nursery and reception class because activities are well planned and organised and build on children's natural curiosity. Many successful opportunities are provided through direct teaching as well as independent play, both indoors and outside, to develop children's understanding of the world. Good questioning and intervention by adults encourages children to investigate the world around them. For example, when making jelly and cakes for Teddy's party, questions such as "What is happening?" "Do the jelly lumps all look the same?" "Are they the same shape as before?" challenge children to make sense of what is happening and lay the early foundations of scientific enquiry. In the reception class, good adult intervention meant that children learnt the importance of washing their hands before handling food. They learnt how to spread butter and jam and to control a knife to cut a sandwich into a preferred shape. Pupils show very good attitudes and are very interested in activities. In both the nursery and reception classes, teachers set up activities where children can observe natural objects such as plants and animals, including goldfish and make good use of the garden areas to help children to care for their environment. Good use is made of visits, for example to a local optician, to the church and to a sea life centre. These help to increase children's knowledge of the local area and of the wider world.

Physical development

75. Standards are broadly typical for their ages in both nursery and reception classes so that most children are likely to attain the Early Learning Goals by the end of the reception year. Regular, daily access to a wide range of outdoor equipment enables nursery children to increase their confidence in climbing and balancing on planks and climbing frames. Riding and pushing wheeled toys develops gross motor skills and enhances their sense of space and direction. Through using cones as skittles and throwing balls into a wall-net, children develop hand-eye co-ordination appropriate to their ages. Children enjoy these activities displaying a good amount of creative and physical effort. In the reception class children demonstrate good control of movements in using large apparatus such as rockers. They are able to manipulate materials successfully by picking up, releasing, arranging and threading and show an increasing control over clothing and fastenings. Pupils enjoy these activities and work hard in lessons to improve their performance.
76. The overall quality of teaching is good. Regular, planned every day use of the secure outside area allows children in the nursery to gain skill in steering and riding wheeled toys and to develop their skills in balancing and climbing well. Very good management and control of behaviour ensures that children follow instructions and move safely within lessons. Good intervention challenges the more able children and gives support to those with less confidence. It was not possible to observe more than a short extract of a physical education lesson in the reception class. However, planning indicates that lessons are well thought out and organised and that use is made of both the school hall and the nursery outside play area. Teaching of fine-motor skills and manipulation of tools, such as pencils, brushes and small apparatus is good, in the nursery, so that children develop their manipulative skills well and make good progress in this aspect of their physical development. A variety of small apparatus is provided and teachers effectively demonstrate their use.

Creative development

77. Currently in the nursery and reception classes, children are attaining the "stepping stones" that indicate they are likely to attain the Early Learning Goals for creative development by the end of the reception year. Children in the reception class can manipulate tools such as scissors, glue

sticks and printing materials well, both imaginatively and in a more directed fashion, as they collaborate on a large figure of "Robbie Rectangle." Children are beginning to explore what happens when they mix colours and express amazement, as happened when one child found he had made purple by mixing red and blue. They can make up their own simple tunes with percussion instruments and can sing a few familiar songs and rhymes.

78. Teaching is good in both nursery and reception classes and children learn well. This is largely due to the children's very positive attitudes to their work and the planned provision of a wide range of both directed and free choice opportunities, which develop children's creativity effectively. These include exploration and use of a variety of painting, modelling, collage and printing activities, which are often linked to topics, as well as opportunities for imaginative role-play in designated areas such as home corners and hairdressing salon and with "small world" toys. Through the support of adults during these activities, including their comments and questions, children are helped to develop skills well and to express their own ideas with confidence. Adult-led activities promote good learning of colours and develop children's visual perception and fine motor skills effectively. Good use is made of the outside area in the nursery for children to experiment and explore the sounds made by a variety of musical instruments and for them to respond to the sounds with body movement.

ENGLISH

79. In the National Curriculum tests in 2000, pupils' performance at the age of eleven, based on average point scores, was broadly in line with the national average. The 2001 results showed significant improvement within the school, especially in reading. The evidence from the inspection of pupils' schoolwork is that overall standards in English in the present Year 6 are above average. As was the case in the 2001 tests, pupils' performance is better in reading than in writing. Standards in Year 6 are better now than when the school was last inspected. This is largely a result of improvements in the quality of teaching. Pupils in Years 3 to 6, including those with special educational needs or English as an additional language, are making good progress overall and achieve well by the age of eleven in relation to their prior attainment at the age of seven.
80. There has also been improvement since the last inspection in the standards achieved by pupils at the age of seven. In the National Curriculum tests in 2000, pupils' overall results were close to the national average in writing, but they were below average in reading. The 2001 results show improvement in reading. This is a consequence of focused attention on developing pupils' skills as readers, with particular targeting of boys, who overall had previously been doing less well than girls. The test results for 2001 show that, as in the previous three years, girls still do better than boys in writing although the gap between the boys and girls is narrowing. The evidence from the inspection of pupils' schoolwork is that overall standards in English in the present Year 2 are average, maintaining the improvement seen in 2001. Pupils in Years 1 and 2 are making satisfactory progress. Those with special educational needs make good progress towards the specific targets set for them. This is because of the focused support from teachers and learning support assistants and the impact of special needs provision.
81. By the age of seven, standards in speaking and listening are as expected nationally. Pupils listen carefully to their teachers and to other pupils participating in question and answer sessions. They speak clearly when responding to questions and give extended answers in one-to-one situations. At the age of eleven, pupils are also very articulate when discussing in small groups or on a one-to-one basis. They show a good level of maturity in adapting their speech to the occasion and are keenly aware of the listener. Throughout the school, however, in the English lessons seen many pupils do not apply their speaking and listening skills effectively enough during whole class discussions or question and answer sessions. This is because questions are not always sufficiently targeted at specific individuals or groups of pupils and only the most confident respond.
82. Reading standards are average at the age of seven and above average at the age of eleven. Throughout the school, a strength in pupils' reading is their understanding of texts. By the age of seven, many pupils explain the events in stories in good detail and have the expected understanding for their age of the characters. Many are fluent readers and higher attaining

pupils read very confidently and with good expression. Most pupils have the expected skills in using letter sounds to read unfamiliar words. Those who are lower attaining, however, need a good deal of adult support to decipher words they do not already know. By the age of eleven, pupils confidently discuss a range of both fiction and non-fiction texts. Almost all pupils have favourite authors and very competently explain their preferences for different types of reading material, such as poetry, animal stories or information books about the Second World War.

83. Writing standards are broadly average at the ages of seven and eleven. By the age of seven, pupils write for a suitable range of purposes and at satisfactory length. While many average and higher attaining pupils are competent in spelling, lower attaining pupils are less skilled in spelling frequently used words or in working out how words might be spelt based on how they sound. This is a key area in which boys are presently doing less well than girls. Punctuation is a weakness for pupils of all abilities at the age of seven and is an area that is insufficiently targeted. By the age of eleven, the main weakness in pupils' writing is in pupils' ability to draft and redraft their work for style and content and to use language imaginatively to describe or to create atmosphere. The school has identified that this aspect of writing has not been given sufficient priority in recent years. Furthermore, pupils make some errors in punctuation because teachers do not always give enough emphasis to the role of punctuation in communicating meaning. Most pupils' handwriting is neat and evenly formed at the age of seven, but a significant number of pupils are not joining letters. This is mainly a result of joined handwriting not being taught until Year 2. Handwriting standards are satisfactory overall at the age of eleven. However throughout the school a significant number of children do not hold their pen or pencil correctly or use the correct posture. This makes writing neatly more difficult than it needs to be and demonstrates that some pupils have acquired bad habits in this respect.
84. The overall quality of teaching and learning is satisfactory in Years 1 and 2, and it is good in Years 3 to 6. This represents an improvement since the last inspection in Years 3 to 6. A further improvement is that there is no longer any unsatisfactory teaching of English in the school. A very good lesson was seen during the inspection in the Year 3 class. What distinguished the teaching in this lesson was that it was highly focused on what the teacher wanted the pupils to learn. Questioning in the introductory whole part of the lesson was well matched to pupils' individual needs as were the follow on activities. The teacher had high expectations of the standards that all pupils were capable of achieving and of their attitudes and level of independence. This was seen, for example, in her insistence that pupils check their work for themselves using dictionaries. Pupils responded well to the challenges presented in this lesson and made very good progress in basic spelling skills.
85. In other good lessons, teachers were clear about what they wanted pupils to learn and were mindful of the range of pupils' needs in the mixed ability classes. Teachers have good subject knowledge and this is communicated well in a confident style of delivery. In a Year 6 lesson, for example, the teacher skilfully led pupils to an awareness of how the meaning of writing can be altered depending on whether it is written in the active or passive voice. In a Year 4 lesson, for pupils normally taught in a mixed age class with Year 3 pupils, the teacher developed pupils' awareness of using imagery to 'paint a picture' as the class worked together to create a poem about a machine as a monster. She led the pupils into a good understanding of this through gentle, supportive but persistent and focused questioning.
86. In satisfactory lessons, activities are often enjoyable and capture pupils' interest. This was seen when pupils in Years 1 and 2 explored the use of exclamation marks. Similarly in the Year 2 class, pupils enjoyed the challenge of writing a story with rhyme and repetition about what might be seen from the windows on a train journey. While these lessons are well organised and pupils make satisfactory progress, there are missed opportunities to move pupils' learning on at a faster rate. In the Year 2 lesson, insufficient use was made of discussion, drawing on pupils' own experiences, before they began to write stories. Consequently, some struggled with the task initially and they did not have the opportunity to practise their speaking and listening skills well enough in a whole class situation. In the Year 1 and 2 classes, pupils who were writing were not given the extra challenge that many could have coped with due to the teacher's involvement with a group who were reading.

87. In the lessons seen there was not always enough challenge for higher attaining pupils. This was evident for example in a Year 4 poetry lesson. The whole class worked together on a fairly simple task on the board, when some pupils could have been challenged to a deeper level of thinking. In almost all lessons, teachers manage pupils very well. This, together with the very good relationships between teachers and pupils and among pupils, creates a climate that is conducive to learning. The quality of marking is generally good, with most teachers indicating areas for improvement as well as providing praise and encouragement. The overall use of computers to support pupils' learning in English is satisfactory. They are not used sufficiently by older pupils, however, to draft and redraft writing.
88. The co-ordinator provides good leadership for English. She works closely with senior staff to develop the school's provision. She is aware of the strengths and weaknesses in the subject and is clear about the need to improve pupils' achievements in writing to match those in speaking, listening and reading. The school is effectively tracking pupils' progress as they move up through the school and helpful records are passed on from one teacher to the next at the end of the school year. The use of this assessment information by class teachers is satisfactory.

MATHEMATICS

89. Results of the national tests in 2000 based on average point scores show that standards at age seven were well below the national average. This represented a dip in standards from those in the previous year. Results in 2001 show a significant improvement especially to the proportion of pupils attaining the higher Level 3. Standards at age eleven in 2000 were in line with the national average. In the previous two years standards had been above results found nationally. Overall standards have been improving with an increasing number of pupils attaining the higher Level 3 at age seven and Level 5 at age eleven each year. Standards in using and applying mathematics, a weakness at the time of the last inspection, have also improved and are now in line with those expected at age seven and above average at age eleven. The improvement in standards and pupils' progress has been due to a combination of improvements to the curriculum provided, focused monitoring of teaching and learning, and the careful tracking of pupils' progress.
90. At age seven and eleven standards of work are currently of work in line with nationally expected levels and, throughout their time in school all pupils, including those with special needs, achieve well. At age seven, most pupils count confidently to 100 in steps of 2, 5 and 10 and understand place value to a hundred. Some of the higher are confident with numbers up to 1000. Lower attaining pupils work comfortably with numbers to 50, counting in 2's and 4's. Pupils are familiar with mathematical operations and mathematical signs and use these to make up number stories using numbers to 100. The majority of pupils have, at least, sound mental mathematics skills because of the many opportunities provided by teachers at the beginning and end of lessons to practise and develop these. For example, most pupils can recognise odd and even numbers and can mentally add tens and one hundred to a given number. They recognise and use coins to a £1 in shopping activities and know the names of two and three-dimensional shapes. They can understand and interpret simple bar charts. Throughout Year 1 and Year 2, teachers give good attention to developing pupils' mental mathematics strategies and applying these to real life situations.
91. By the age of eleven, most pupils have developed good skills in mental mathematics. The majority work confidently with large numbers. Pupils have a secure grasp of place value and of the four number operations. They confidently complete written calculations, for example those involving multiplication and division of three digit numbers by one and two digit numbers. Pupils understand the link between equivalent fractions, percentages and decimals and can place these in ascending order. Pupils find perimeters and areas of regular shapes and most use a protractor well to accurately measure and draw angles. Co-ordinates are used successfully to locate position and more able pupils identify the symmetry of most two-dimensional shapes. Pupils have a sound grasp of common weights and measures and time. Through data handling activities, pupils learn to draw and interpret line and block charts. Pupils demonstrate good attitudes to their work in mathematics because teachers make learning interesting. Pupils work well together especially when working on investigations, the frequency and quality of which are now much improved.

92. The quality of teaching and learning is good and is sometimes very good. Of the nine lessons seen, teaching in one lesson was satisfactory, in seven lessons it was good and in one lesson it was very good. Teachers have good subject knowledge and are secure in their understanding of the methods promoted through the National Numeracy Strategy. The three-part lesson structure is well established and planning is good. At the beginning of lessons, teachers clearly share the purpose of the lesson with pupils so that they are aware of what they will be learning and what is expected. The oral and mental sessions are usually delivered well and enthusiastically. In the main part of the lesson teachers manage their pupils, time and resources efficiently. Activities are usually well matched to the needs of pupils so that pupils concentrate and behave well. Support assistants are used very well to support lower attaining pupils, which ensures that their learning is effective. Lessons usually end with a review of what has been learnt when pupils are given the opportunity to explain their thinking. However, teachers do not always ensure that all pupils are encouraged to answer questions and talk about their mathematics. Teachers regularly mark pupils' work and there are some useful comments, which let pupils know how they can improve, but this varies between teachers and procedures are not consistent. The use of computers to aid and extend pupils learning is developing well as teachers become more confident in the use of available programs. Numeracy is developed and applied well through other subjects, for example in science, history, and design and technology.
93. The Numeracy Strategy is well established. Training for teachers and support staff has been effective in improving standards and teaching. Teachers plan carefully together to ensure that pupils of similar age in single and mixed aged classes receive a comparable range of learning activities. This is generally successful although teachers also need to ensure that work is finely tuned to their class, as sometimes more able pupils are not sufficiently challenged. The analysis of test results and regular assessments are used to identify any areas of weakness in pupils' learning. The co-ordinator provides very effective leadership and support to colleagues. Lessons have been observed by the headteacher and co-ordinator in all classes and their monitoring and observational comments have been perceptive and aimed at raising standards.

SCIENCE

94. The last inspection identified weaknesses in standards such as in investigative science, the curriculum and in aspects of the teaching. Since that time the school has worked very hard to improve its work in science and has made very good improvements. Staff training, including opportunities for teachers to observe science lessons in other schools, improvements to the curriculum, whole school focus science weeks and the development of the school's wildlife area have all helped to bring about these improvements. Resources have also been extended. The school has benefited from its successful bid for grant funding from a scientific organisation. This has been used well to develop the teaching, improve resources and to raise further the profile of the subject
95. Overall standards in the national tests at age seven and eleven have also been improving each year and are now in line with the national averages. The proportion of pupils attaining the higher than average levels, Levels 3 and 5, has also increased. Pupils' scientific knowledge and understanding in the current Year 2 and Year 6 are in line with national expectations. By the end of Year 2 the majority of pupils use their knowledge of life processes such as growth when they use scientific thinking to distinguish between living things and non-living materials and objects. They can categorise plants and animals and for example group plants according to whether they can be eaten or not. They can make a circuit and understand the effects of exercise on their body. They understand the basic principles of a fair test and record their work in a variety of ways including simple charts. By Year 6, the majority of pupils have a secure knowledge of the programmes of study. For example, they can measure forces. They devise and carry out experiments to determine the level of friction created by different surfaces and those to determine the effects of up thrust when items are placed in water. They describe appropriately the properties of different materials and have a good understanding of how heating and cooling affects materials. They understand that some changes are reversible and others are not. When pupils talk about what they observe or have done in lessons, most, but not all pupils use an appropriate range of scientific vocabulary and scientific terminology.

Throughout the school pupils of all ages and abilities achieve well in their knowledge and understanding of science.

96. Standards in investigative and experimental science have improved considerably since the last inspection and are now good. This aspect is now emphasised very well in the teaching. This is evident both in lessons seen and from scrutiny of pupils' past work in year groups. For example, during the inspection period pupils in Years 1 and 2 learned well and with good levels of interest when carrying out activities that required them to use their sense of smell and taste. They showed confidence and independence in their work. They commented well working as part of a group testing out and discussing their ideas sensibly. As pupils move up through the school they develop increasing independence in their ability to make predictions and set up and carry out experiments systematically, drawing conclusions from their results. In a lesson seen in Years 5 and 6 pupils demonstrated good skills. They were confident to suggest ways of devising and setting up experiments to compare the amount of air trapped in different types of soil.
97. Evidence from lessons and from samples of pupils' past work shows that science is taught well with very good attention being given to investigative work and learning from first hand experience. The quality of teaching seen in lessons during the inspection was satisfactory in three out of the eight lessons, good in four lessons and very good in one lesson. Teaching seen during the inspection is better overall in Years 1 and 2 than in Years 3 to 6 with teaching being consistently good or better here although some good teaching was also seen in Years 3 and 6. What distinguished the good teaching from the satisfactory is the quality of teachers' questioning of pupils. Here questioning was used very well to elicit responses from pupils, reinforce learning and to move pupils' understanding on at a brisk pace. Questions are open-ended and challenge pupils to think for themselves. Where the teaching is satisfactory questioning could sometimes be more focused and do more to encourage pupils to explain and extend their ideas and initial responses. Occasionally answers were only elicited from a minority of pupils and the teacher was then not aware whether all pupils fully understood.
98. All teachers have good subject knowledge and preparation and organisation of lessons is good. Group work is used well to enable pupils to learn from each other and discuss and compare their findings. Tasks presented are often interesting and challenging and sufficiently open-ended to cater for the needs of pupils of different ages and abilities. Learning support assistants and parent volunteers provide very valuable support for lower attaining pupils and pupils with special educational needs when carrying out investigations and experiments. They were often seen to use some good and focused questioning because they are well briefed by the class teacher and are clear about the learning intentions. This successfully helps pupils with special needs to make good of progress.
99. Teachers provide good opportunities for pupils to record their findings in different ways. They also put a lot of effort into planning different formats for recording pupils' progress and understanding that take account of the difference in pupils' literacy skills. However, this does sometimes detract from the scientific aspects being developed. More emphasis needs to be placed on supporting pupils, especially pupils who have weak literacy skills, to demonstrate and record their scientific understanding, for example through the use of paired work, or, by using adults to scribe for lower attaining pupils. Marking of pupils' work is very regular although written evaluative comments and developmental points are not a strong feature and, where provided, they sometimes relate to neatness or to pupils' literacy skills, rather than their scientific understanding and achievements.
100. Pupils respond very well. In most lessons they sustain good levels of concentration, and work very well and purposefully together in groups sharing and developing their ideas as they study. Most pupils stake a pride in their work.
101. Curriculum plans have been developed to ensure continuity in learning as pupils' move up through the school. This is based on a two-year topic cycle to cater for the mixed age classes. The curriculum provides some good opportunities to develop and apply pupils' literacy and numeracy skills. Teachers often encourage pupils to learn and use appropriate scientific terms and key words are often displayed to support pupils. This is done particularly well in Years 1 and 2. This needs to be an integral part of all of the teaching because some pupils in Years 3 to 6

have a fairly limited scientific vocabulary. Incorporating the use of information and communication technology (ICT) into the science curriculum is a key priority for the school and a good start has already been made on this. The curriculum is enhanced very well by the development and use of the school's wildlife area and through pupils' links with wildlife and conservation organisations that, alongside parents, have been involved in its development.

102. Pupils' work and progress are regularly assessed which ensures that teachers are able to monitor pupils' progress effectively. The outcomes of assessment are used well to adjust the teaching plans in response to the pupils' achievements and difficulties experienced. The subject is well led and managed and this is evident from the very good improvements that have been made since the last inspection.

ART AND DESIGN

103. An examination of pupils' work currently on display at the time of the inspection and of that kept from the previous year indicates that pupils' art and design work is likely to be of the expected standard by the end of Year 2 and Year 6. Findings are similar to those of the last inspection. Pupils in Year 2 have a satisfactory understanding of a range of techniques and processes. They successfully print with paint in two colours using materials such as cotton reels and string. Pupils' work in printing shows a good awareness of pattern and of the effects achieved through combining colours and this also helps develop their understanding of regular and irregular patterns. As they make close observational drawings of building materials such as bricks, tiles and drain pipes they reproduce what they see with increasing accuracy, developing an awareness of three dimensions.
104. By the end of Year 6, pupils have increased the range of materials with which they work. Most achieve a satisfactory standard in many of the activities. There are examples of careful observation of fruits drawn in pastels and of well-made papier-mâché sculptures of musical instruments and animals in Years 3 and 4. In Years 5 and 6, pupils draw on their knowledge of mathematics to produce paper collage pictures of geometric patterns inspired by the 20th century artist, Bridget Riley.
105. Too few lessons were seen during the inspection to make a secure judgement about the overall quality of teaching and learning. In the two lessons seen, one in each key stage, teaching was satisfactory and all pupils including those pupils with special educational needs made sound progress. The teachers demonstrated sufficient subject knowledge to be able to make sensible suggestions to support the pupils and provided the resources and materials for pupils to investigate and develop their ideas. An examination of teachers' planning and pupils' past work and current work on display indicates that pupils are taught about appropriate elements of art and design such as colour, texture, pattern, line and tone and that these are often explored further by studies of particular artists from a range of periods and cultures.
106. The subject is well led and managed. Good improvements have been made to the art curriculum since the time of the previous inspection. The school has developed a scheme of work based on national guidance. The range of planned learning opportunities is now good and gives pupils a suitable breadth of experience ensuring that pupils' skills are developed systematically as they move from year to year. However, the scheme has not been in place long enough for the pupils in the upper half of the school to develop a range of skills and understanding of art and design to enable them to achieve higher levels than those expected for their ages. While teachers keep samples of pupils' work, there are no other records showing what pupils have learned, understand and can do that can be passed on to the next teacher at the end of the school year. Such a system would help the school to ensure that work builds on what pupils can already do as they move up through the school. In this respect, there has been little improvement since the previous inspection. Computers are used to support pupils' work in art and design, particularly in the early years. However, there is greater scope for the use of ICT to support work in the subject.

DESIGN AND TECHNOLOGY

107. Design and technology was not being taught in most classes this half term and it was possible to observe only one lesson during the inspection period. However, other evidence provided, from displays of pupils' work around the school, teachers' planning, class folders and conversations with pupils, shows pupils achieve standards that are broadly in line with those expected and all pupils including those with special needs make sound progress. This is a marked improvement since the previous inspection when standards were below national expectations. All the weaknesses identified at the time of the last inspection have been successfully addressed and progress has been very good.
108. In Years 1 and 2 pupils experience a range of activities that develop the skills of designing, planning, making and evaluating. Pupils' past works shows they take pride in their work. They use their imagination well when for example, designing and making a winding toy. On completion of this and other pieces of work, pupils evaluate their work recording what they have

learnt, whether they were pleased with what they had done and how they could have made it better. The school tries hard to link activities in design and technology with other subjects so that it is more meaningful to the pupils. Good links are made with science and art, as, for example, when pupils made a fresh fruit salad they also looked at different kinds of fruit and sketched them and when they designed and made a moving vehicle this work was clearly linked with science on movement and friction. Progression is clearly evident in the development of pupils' knowledge and understanding of materials and how things can be joined. This includes using needle and thread when they make hand puppets.

109. At age eleven, standards are at least in line with national expectations and a few more able pupils achieve standards that are above those expected. Pupils build on their previously learnt knowledge and skills. They learn to refine basic cutting and joining techniques as, for example when they plan, design and construct a toy for a young child using a cam mechanism. Links are maintained with science when they design and make a fairground ride powered by an electric motor. From examples of pupils' written work it is clear that pupils test and clearly evaluate their finished products. Good use is made of the local environment. For example, pupils looked at designs of buildings in and around the school and local area and evaluated how these are built, strengthened and supported. Using this knowledge, pupils then planned and built a structure using only newspaper and sticky tape to support a specified weight. In the lesson seen pupils worked well together in small groups sharing ideas and modifying their plans with good levels of interest and co-operation.
110. During the inspection only one lesson was observed in the Year 5 and 6 class. The teachers used demonstration and a good range of materials to demonstrate different techniques that can be used to support and strengthen a structure. The pace was very brisk and the tasks interesting which meant pupils were very fully engaged, behaved very well and worked at a good pace. Good reference was made to knowledge gleaned from previous lessons through reflective questioning. The activity was challenging and clearly explained which resulted in pupils settling quickly to the task and making very good progress. Observation of only one lesson does not provide a secure base on which to make an overall judgement on the quality of teaching. However, from looking at planning, talking to pupils and looking at their work, the teaching is at least satisfactory.
111. Teachers' planning across the school is good ensuring pupils in each class progressively develop the skills of planning, making, designing and evaluating. Pupils use a wide range of materials and construction techniques. Very good opportunities are provided for pupils to work on group tasks.
112. The subject is well managed by the co-ordinator who provides good support to colleagues and has worked very hard to improve standards over the past two years and promote work in the subject. This has included a very successful design and technology week, which involved parents, the local community and class visits. Although the co-ordinator carefully monitors planning there is no opportunity to monitor the quality of teaching and learning in other classes and this is an aspect for development. All teachers maintain good and useful folders containing samples of planning, evaluations and photographs of finished products. Assessment procedures are satisfactory. There is a good range of tools and resources available and these are well organised and used well to support the subject.

GEOGRAPHY

113. The standard of pupils' work in geography is as expected nationally at the ages of seven and eleven. Pupils, including those with special educational needs or for whom English is an additional language, make satisfactory progress throughout Years 1 to 6. By the age of seven, pupils have the expected knowledge and understanding for their age of the school's locality. They identify key buildings and know which are near and which are far from the school. They are developing a simple awareness of the importance of buildings to the people in the area, for example in offering employment or in providing for leisure activities. Most pupils have satisfactory skills in making and interpreting simple maps. Pupils are aware that the clothing needed in a cold place differs from that required in a hot country. They do not, however, sufficiently recognise that some countries can be both hot and cold places depending on the

time of year. Most pupils understand that the distance that it is necessary to travel to a particular place will influence the mode of transport used.

114. By the age of eleven, pupils have satisfactorily developed their skills in using and drawing maps and competently use atlases and globes to locate places. They have the expected awareness of the wider world, for example in their knowledge of the main continents and oceans. Pupils are applying research skills satisfactorily, for instance in their study of rivers. They are developing an understanding of geographical language, such as 'infiltration' and 'precipitation' in their study of water. Through the study of an Indian village and comparing it with Bexley, they have a satisfactory awareness of how place affects people's daily lives. Pupils do not, however, sufficiently investigate geographical questions or raise issues for exploration themselves.
115. The only lessons seen during the inspection were in Years 1 and 2. Nevertheless, it is clear from analysing the work in pupils' books and scrutinising teachers' planning, that the overall quality of teaching and learning is satisfactory throughout Years 1 to 6 and pupils have good attitudes to their work. A good lesson was seen during the inspection in Year 2. This lesson was well prepared, with good resources such as large photographs, to develop pupils' awareness of the school's locality. The pupils responded well with enthusiasm in this lesson because the content built well on their own experiences and prior learning and because the teacher communicated a real sense of enjoyment to them. Each activity in this lesson effectively developed the one that had gone before to develop pupils' knowledge and understanding.
116. The learning opportunities provided have improved since the last inspection. Teachers' planning and the work in pupils' books, shows that there is satisfactory coverage of the requirements of the geography National Curriculum. Activities are appropriate to the age of the pupils and successfully develop skills such as in interpreting maps. As pupils move up through the school, they are given opportunities that increase their awareness of the wider world. Owing to work being planned jointly for two-year groups together, there are occasions when teachers do not sufficiently adapt the content of lessons to the needs of the particular pupils within their particular class. This was seen during the inspection in a Year 1 lesson. In this lesson, activities using photographs of the locality gave pupils insight into the range of different buildings in the immediate area of the school. Some of the other activities planned were too difficult for the age of the pupils and did not relate well enough to what they already knew and understood. While the lesson was satisfactory overall, there were elements in which pupils did not make enough progress because too much was expected of them.
117. Homework is used satisfactorily with some good use of it in Years 5 and 6, as for example when they carried out some work on measuring the flow of a river. While pupils' work is marked regularly, this is mainly restricted to ticks and occasional comments of praise and encouragement. Marking does not then sufficiently help pupils to know how well they are doing and how they might do better. Work in geography provides some opportunities for pupils to develop literacy and numeracy skills, through writing and drawing bar graphs. There are, however, some missed opportunities for writing, which would also reinforce and develop geographical understanding. This is evident, for example, when all pupils in a class record at a simple level such as through drawing pictures, when more capable pupils could be challenged to reflect on their work through writing. There is too little use of computers and other new technology, such as cameras, to support pupils' learning in geography.
118. The co-ordinator has been in post for one year. In this time she has made a good start. She has updated the geography policy and is gathering together teachers' planning to develop a full programme of work for the school. She has just introduced good assessment procedures, which should, once established, help teachers to match work to pupils' needs more effectively. She is gaining an awareness of geography teaching throughout the school by looking at teachers' planning. She is not yet checking the outcomes of the planning, such as by scrutinising pupils' work or observing lessons. Consequently, she is not yet able to judge the effectiveness of the planning in practice. The resources for geography have improved since the last inspection.

HISTORY

119. No history teaching was seen in Years 1 and 2. However, as the school provided samples of work from all classes from the previous academic year, there is sufficient evidence to make a judgement that standards are in line with those expected at ages seven and eleven and pupils of different ages and abilities make sound progress in history. Through topics such as The Egyptians, The Victorians, and The Tudors pupils demonstrate sound knowledge of the major events of the time. They interpret events in the past and develop an understanding of how things change over time. Pupils can suggest some of the reasons why people behaved as they did. For example, pupils in Year 1 and 2 describe why they think Florence Nightingale went to the Crimea and the impact of her work there, while pupils in Years 3 and 4 describe the lifestyles and practices of the Egyptians and the significance of the pyramids, The River Nile and Egyptian religion and Gods. Pupils develop a sound understanding of chronology as they move up the school. They learn to use secondary sources to extract information. This was seen for example during in a lesson in Year 3 when pupils used a series of photographs of paintings of Henry the eighth and some written accounts in order to extract relevant information about the times. Similarly pupils in Year 6 used a number of personal accounts written from different perspectives to find out about the ways in which various people interpreted The Blitz.
120. Teaching seen was satisfactory overall and was good in two of the five lessons seen. Where teaching was good expectations of pupils were particularly high and good emphasis was placed on the development of key historical skills as well as the factual knowledge. This was seen for example in Year 6 when the teacher used very focused questioning to help pupils understand how to extract key points from different texts and thereby understand that people have different interpretations of the same events. Teaching in a Year 3 class was also good. Questioning was used very effectively to move pupils' learning on and to check the understanding of all pupils, including those who were not volunteering to answer questions. This ensured that all pupils remained on task, were fully involved and led to more pupils volunteering their ideas and opinions.
121. In all lessons teachers have at least satisfactory and often good subject knowledge and they are well prepared for lessons. Lesson plans, however, need to identify more clearly and precisely the lesson's learning objectives. Even where teaching was good, objectives were neither detailed nor expressed clearly in the planning. A sample of teachers' termly plans that were scrutinised similarly lacked precision and plans sometimes confuse the content and activities with the skills to be developed. The co-ordinator's priority area is to develop an outline "ladder" of skills to be assessed as pupils move up the school. This would also support teachers to identify clear and specific learning intentions. Teachers give good emphasis to explaining appropriate vocabulary, as seen for example in the Years 5 and 6 classes. Work samples show that throughout the school pupils have some good opportunities to write independently about their work in history and to research information. Teachers are also making a good start in using ICT as a research tool. For example, as part of their work on the Second World War pupils in Year 6 have been introduced to the Battle of Britain website and a relevant CD Rom. The co-ordinator and staff have worked hard on the curriculum since the last inspection.
122. The curriculum is broad and balanced and makes a good contribution to pupils' cultural development. Good use is made of visits to places of interest and visitors to school. Resources are of good quality and good use is made of opportunities to loan historical artefacts. The subject is soundly led. Monitoring of planning takes place regularly but the monitoring of history teaching has not been a school priority in recent years. This would be of benefit when resources allow for it, so that good practice can be shared and extended.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Pupils' attainments in information and communication technology (ICT) have improved since the last inspection and by the age of seven and eleven are now broadly in line with those expected. In information and communication technology standards are improving well and standards at age seven and eleven are broadly in line with those expected although with current developments in the subject, there is the potential to raise standards further, especially pupils' skills in data handling, modelling, monitoring and investigating. Pupils make steady progress as they move up through the school and rates of progress have been improving well since the opening of the new computer suite last year. Improvements are also a result of the good

leadership and management of the subject. Further developments to work in the subject including extending the range of learning opportunities, improving resources and providing further staff training is currently a whole school priority. These offer the opportunity to raise standards further.

124. By the age of seven, pupils' have sound skills in the use of information and communications technology although their understanding of the benefits of everyday use of ICT is less well developed. All pupils, including those identified as having special educational needs, have a sound knowledge of the keyboard and keys. They can control the mouse to move text around the screen and print out their work independently. They can use a LOGO program to control and direct movements across the screen. Pupils enjoy activities and most show good concentration and perseverance as they log on and edit a simple text using the shift, delete and spacebar, confidently changing size and colour as appropriate. Pupils work well in pairs, take good care of the equipment, take turns and support each other well.
125. By the age of eleven, standards are broadly satisfactory, with those pupils who have access to a computer at home, displaying greater confidence than those who do not. Pupils have a sound understanding of the use of ICT in the world beyond school and can compare ICT with alternative methods of communication. Most pupils can confidently load up the computers, retrieve, amend, print and save their work. They can word process their writing using a range of fonts, sizes and colours. They share and exchange ideas using an art package by designing and printing pictures, or retrieving them from clip art collections. They then combine these with writing to produce information sheets and invitations. Pupils know how to send an email and, as part of their history topic on World War II and Famous Christian People pupils confidently use the Internet to find information. There is no evidence from the work scrutiny of pupils making multi-media presentations.
126. In lessons seen, the quality of teaching and learning was satisfactory and pupils' behaviour and attitudes to their work was good. Teachers demonstrated a sound subject knowledge, which they communicated well to pupils. Activities were interesting and relevant often relating to pupils' work in other subjects, history for example. However, the pace of the introduction is sometimes too slow and this means pupils become restless because they are keen to get to work. Good use is made of the recently acquired data projector to ensure all pupils can see when teachers are demonstrating new skills. Questioning is often used effectively to assess pupils' understanding and move learning forward. Teachers also use the computers in the classrooms to selectively support other curriculum areas particularly in literacy and numeracy lessons. Planning is good and follows national guidance.
127. The co-ordinator is enthusiastic and provides good leadership and support for teachers. She has a clear understanding of what still needs to be done to develop work in the subject and raise standards further. Curriculum planning, based on national guidance provides good structure for teachers. The co-ordinator monitors planning but has not yet had time to monitor the quality of teaching and learning. This is an area for development already prioritised by the school. Assessment procedures are sound and are beginning to provide good guidance to inform teachers about individual pupils' progress and to enable the co-ordinator to identify areas that need further development.
128. The school is very well equipped with 17 computers, two scanners, Internet access and a data projector in the computer room, which are all well used. There are also computers in the classrooms. However, it becomes very warm in the ICT suite during lessons and attention needs to be given to providing better ventilation. Other ICT resources, such as a digital camera, tape recorders, CD players, keyboards and television and video recorders are adequate. There is a lack of control technology equipment. Teachers use computers well in their own work, for example to generate labels and text. This enhances the importance and usefulness of ICT.

MUSIC

129. Standards are broadly in line with national expectations by the end of Year 2 and Year 6. These findings are similar to those of the previous inspection. All pupils, including those with special educational needs and those for whom English is an additional language, achieve well.

130. The standard of singing in assemblies is good. The whole school sings together tunefully and clearly, especially when accompanied on the piano. Singing was also satisfactory in the lessons seen. Year 2 pupils can distinguish between loud and soft sounds as they listen to a taped song and practise singing a familiar song in a round with two parts. They are beginning to distinguish between pitch and modulation notes, although they find this quite difficult. Pupils in Year 5 and 6 competently explore the different ways that percussion instruments can be played. They work in groups to improvise compositions around a steady beat. They sing “tongue twisters” to improve diction when singing and are familiar with musical terms that describe the characteristics of sounds made by percussion instruments.
131. There is insufficient evidence to make a firm judgement on the overall quality of teaching in Years 1 and 2 as only one satisfactory lesson was seen. The quality of teaching seen in the upper half of the school, in Years 5 and 6 was good. The teaching was well focused and delivered at a good pace. The result is that no time is wasted and pupils’ learning was moved forward well. Learning objectives were shared with pupils at the outset, which meant that pupils had a good awareness of their own learning. In the lesson in Year 5, each activity built very effectively on the previous one, developing pupils’ understanding and skills well. The teacher’s enthusiasm was infectious so that the pupils in turn gained much enjoyment from this lesson. Effective questioning also features strongly in music lessons and helps pupils to reflect and evaluate their work.
132. The quality and range of learning opportunities provided in music are good. The school’s curriculum is well planned based on national guidance. In addition to the National Curriculum, opportunities are provided for pupils to learn an instrument should they wish to do so. About 25 pupils learn the recorder and about 15 receive instrumental music tuition in brass, woodwind and strings. Pupils can then participate in the school’s orchestra and in other instrumental performances with pupils from other schools.
133. The overall leadership and management of music are currently good. The temporary co-ordinator is well qualified and she provides good support to colleagues. While she has not had the opportunity to observe other teachers at work in lessons, she is aware of what is happening throughout the school by scrutinising teachers’ half-termly planning. She is very aware of what can be done to develop the subject further. Teachers keep sample tape recordings of pupils’ compositions and musical performances as a means of assessing pupils’ achievements. A form of written record to show pupils’ attainment and progress that can be passed on to the next teacher as pupils move up through the school has been tried and is under review. Such records should provide teachers with better information on which to plan their work and guide pupils in making even better progress.

PHYSICAL EDUCATION

134. It is not possible to make an overall judgement on the standards pupils achieve in physical education at the ages of seven and eleven. This is because lessons were not observed in the Year 2 and 6 single year group classes. In the lessons observed in other year groups, pupils’ work was seen to be of the standard expected for their age. All Year 6 pupils last year left the school able to swim 25 metres unaided, as required by the National Curriculum. The overall standard of work seen is much the same as that at the time of the last inspection. Pupils, including those with special educational needs, make satisfactory progress in lessons.
135. Most pupils in the combined Year 1 and 2 class can competently pass a ball to a partner using one touch of their foot. They have the co-ordination and awareness of others expected for their age when moving about the playground. They competently jump and run. Pupils in Years 3 and 4 demonstrate satisfactory competence in carrying out different rolls, including a circle roll and link a series of rolls together as a sequence. When freezing on command, while jumping or hopping around the hall, higher attaining pupils demonstrate good control. Those in Year 3 have the expected skill in throwing and catching balls. Year 5 pupils show satisfactory co-ordination when practising rock and roll dances in work linked to their history study of Britain since the 1950s.

136. The overall quality of teaching and learning is satisfactory. Good lessons were seen during the inspection in Years 3 and 4 in games skills and in Year 5 in dance. The teaching in these lessons was effective because of the teachers' secure subject knowledge and clear focus on what they wanted the pupils to learn. In the Year 5 dance lesson, the teacher gave a clear demonstration of the hand jive. She gave good support to pupils to incorporate this into rock and roll dances they had worked on in a previous lesson. At the end of the lesson, opportunity was provided for pupils to evaluate each other's work so that further improvement might take place in the next lesson. In a Year 3 games lesson, pupils were supported in improving their techniques of throwing and catching a ball through evaluating good examples selected by the teacher. The coaching points made by the teacher throughout the lesson also helped pupils to progress well. In satisfactory lessons, there are missed opportunities for the development of skills through demonstration and evaluation, although the selected activities are appropriate.
137. The evidence of teachers' planning shows that there is good coverage of the National Curriculum requirements for physical education, with each class having two lessons each week. A new scheme of work ensures that work builds satisfactorily on pupils' existing skills as they move up through the school. Teachers make competent use of a commercial scheme to support work in specific areas such as gymnastics. A good range of extra-curricular activities enhances the provision made in lessons. The dance club has 30 members and 20 pupils attend the gym club. Advantage is taken of opportunities provided by outside agencies, for example for football coaching, for which parents pay. Volunteer parents and members of the community make a good contribution through providing activities such as football and cricket in which the school has achieved some considerable success in competitive sport.
138. Since the last inspection a co-ordinator for physical education has been appointed. She is knowledgeable and enthusiastic and is satisfactorily drawing together the provision for physical education, which had formerly been overseen by several teachers. Although she has not had the opportunity to check the teaching in lessons, she is keen to develop this aspect of her role when the opportunity can be made available. There are no formal assessment procedures for physical education and the co-ordinator recognises that this is the next step to build on. Satisfactory procedures are in place for identifying gifted pupils. Once identified, such pupils are supported to develop their talents, for example through external football coaching.

RELIGIOUS EDUCATION

139. Few religious education lessons were observed during the inspection. Other evidence was gained from examining samples of pupils' work and from talking to pupils and staff. It is clear that pupils attain the standards expected in the Locally Agreed Syllabus by the end of Year 2 and Year 6. Achievement for all pupils, including those with special educational needs and those with English as an additional language, is satisfactory over time. The picture was much the same at the last inspection.
140. By the end of Year 2, most pupils are familiar with some creation stories and with stories from the Christian and Sikh religions. Teachers provide appropriate opportunities for pupils to communicate their own experiences about special times and celebrations. By exploring the customs and traditions associated with Christian and Sikh religious festivals and ceremonies, pupils are helped to develop the awareness that others have experiences different from their own. For example, through drawings, writing and role-play, pupils show some understanding of Christmas and Diwali. They demonstrate knowledge of a "supreme being" and of spiritual leaders, such as Jesus and the Gurus. They begin to recognise some of the signs and symbols of religions, such as the "cross" and the "Five Ks."
141. In Years 3, 4, 5 and 6, pupils increase their knowledge of Christianity and are introduced to Islam, Buddhism and Judaism and learn about some of the values, beliefs and customs associated with these religions. By the age of eleven, most pupils know about the key events in the lives of important religious leaders such as Jesus, Moses, Muhammad and the Buddha and have a sound knowledge of their teachings. Through illustrations and written work, they demonstrate an awareness of the different approaches to worship, prayer and sacred writings and their importance to believers.

142. There was insufficient observation of lessons in Years 1 and 2 to judge the overall quality of teaching. However, in the lessons seen in Year 3 and Year 6, teaching was good. A very good lesson was observed in a mixed Year 3 and Year 4 class, where a visiting teacher made a very effective contribution to pupils' knowledge and understanding of Christianity. It helped pupils to understand how belief in a "supreme being" affects the way that some people lead their lives. Well-told stories, such as those about St Francis of Assisi, held pupils' attention and helped them to gain an understanding of what is meant by a "religious experience."
143. An examination of pupils' books and folders indicates that teachers find interesting ways for pupils to record their work. For example, pupils in Class 4 collected their thoughts about friendship and used a computer program to compile these in an anthology of poems and pupils in Year 3 recorded the story of Pentecost in the form of a newspaper article or "Dear Diary," writing from the point of view of one of Jesus' disciples. However, marking is inconsistent and is not used as well as it could be to support pupils' literacy skills or to develop and extend pupils' understanding of religious education. For instance some incorrect answers are ticked as correct on worksheets seen in the upper school. Teachers make good use of resources and artefacts to provide visual stimuli to promote learning. For example, in a lesson about the festival of Rosh Hashanah, in Year 6, when learning about some of the signs and symbols of Judaism, pupils were able to look at pictures and a selection of Jewish New Year cards.
144. There has been good improvement to the curriculum since the last inspection. It is now planned well and makes a positive contribution to pupils' spiritual, moral, social and cultural development. Effective use is made of religious education to enhance whole school assemblies and acts of worship. There is now a good scheme of work in place and good procedures for checking pupils' attainment, based on the requirements of the Locally Agreed Syllabus. Teachers use the scheme of work well to plan lessons in year teams. The subject co-ordinator provides good leadership and management. She has not as yet had the opportunity to observe teaching in the subject.