

INSPECTION REPORT

HOOK LANE PRIMARY SCHOOL

Welling

LEA area: Bexley

Unique reference number: 101409

Headteacher: Mrs C. Richmond

Reporting inspector: Ms Frances Forrester
11590

Dates of inspection: 15 – 18 April 2002

Inspection number: 194841

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior with a nursery
School category:	County
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Faraday Road Welling Kent
Postcode:	DA16 2ET
Telephone number:	020 8303 3839
Fax number:	020 8298 0313
Appropriate authority:	Governing body
Name of chair of governors:	Mr V Williams
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11590	Frances Forrester	Registered inspector	Areas of learning for children in the foundation stage Religious education	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9977	Fran Luke	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
18116	Chris Taylor	Team inspector	Science Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?
25787	Edmond Morris	Team inspector	Mathematics Information and communication technology Special educational needs	
22545	Valerie Hobson	Team Inspector	Geography History Art Equal opportunities	
22476	Sue Vale	Team Inspector	English Music	Pupils' attitudes, values and personal development

The inspection contractor was:

icp
360 Lee Valley Technopark,
Ashley Road
London
N17 9LN

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hook Lane Primary School is situated in Welling, Kent. The school is larger than average, with 458 pupils on roll including fifty part time children in the nursery. Most families live in Welling but some pupils travel from the Lewisham or Greenwich areas. Seven per cent of the pupils speak English as an additional language. Their main languages are Gujarati, Punjabi, Russian, Cantonese, Lingala and Turkish. In line with the local education authority policy, a quarter of the nursery placements are offered to children identified as having a social priority. Many have speech and language delay or social difficulties. Over the last few years there has been an increase in the number of pupils with special educational needs. Nearly a third are identified as needing additional support. Eight pupils have statements of educational need. The nature of these special educational needs is mostly specific learning difficulties, delayed speech and communication or autism. Attainment on entry is quite low. Fourteen per cent of pupils are entitled to free school meals, which is broadly average. The school has some pupil mobility to cope with; in the last school year for instance, 29 pupils joined the school at a time other than the usual admission period. There were also 16 pupils who left the school before reaching Year 6. In the last two years, two teachers have left their posts and five have been appointed. There were three temporary teachers at the time of the inspection.

HOW GOOD THE SCHOOL IS

Hook Lane Primary School is an effective school that provides a good education for all its pupils. The leadership and management are good and have a significant impact on pupils' standards and learning. The good teaching and progress pupils make means that the school's strengths outweigh its weaknesses and it gives good value for money.

What the school does well

- The shared commitment of staff is making the school successful.
- Positive action is effectively raising the standards of pupil performance.
- Good teaching ensures pupils are very interested and involved in their activities.
- A very good range of activities such as the gardening club are organised by staff.
- The quality of pupils' computer work.
- Parents are very involved in the school's work; this positively influences pupils' attitudes.

What could be improved

- Pupils' standards of spelling and handwriting, because these are not consistent in all work.
- The school's policy for promoting diversity needs to be fully implemented and further developed to ensure pupils have an awareness of cultural diversity and racial equality.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvements have been made since the last inspection in 1997, which have led to good quality teaching, rising standards and better pupil behaviour. The school's management has been strengthened, and teachers with a subject responsibility are now more effective. Monitoring and development of teaching, and the school's positive commitment to improvement, are very successfully impacting on the standards in many subjects. Investigative science, mathematics, art, and music throughout the school have all improved. In older classes, successful improvements have been made to geography and physical education. The school's computer suite allows pupils regular access to information and communication technology [ICT]. This means pupils have much more confidence in using a computer, and standards in ICT have very much improved.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	C	D	D
mathematics	D	B	D	E
science	E	C	E	E

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

The number of Year 6 pupils who attained the nationally expected standards in 2001 in mathematics and English was below average. In science, standards were well below average. Few pupils achieved the higher levels. Compared to similar schools, the results were low. The Year 2 results were higher and exceeded the national average in all three subjects. The low standards in Year 6 in 2001 can be explained. There was a large group of pupils with special educational needs combined with long-term staff absence. The present Year 6 is on course to achieve better results this year. Throughout the school, standards are much better in reading than in writing. By the end of Year 6, many pupils write tidily in handwriting lessons, but in other exercise books handwriting is untidy. During the inspection, standards throughout the school in English, science, design and technology, history, art and music were in line with national expectations. The standards in mathematics are above expectations in Years 1 and 2 and in line with expectations in Years 3 to 6. In geography pupils' work is good at Key Stage 2. In physical education and ICT, pupils attain appropriate standards in Years 1 and 2 and better than expectations in Years 3 to 6. Standards in religious education across the school are in line with the requirements of the locally agreed syllabus. Children start school with a limited understanding of number and literacy, but they progress well in the nursery and Reception classes, learning a good range of skills. By the time they move to Year 1, most communicate well and attain appropriate standards in personal, social and emotional, creative and physical development, and in developing a knowledge and understanding of the world. Although children achieve well, a few still attain below national expectations for the age group in language and literacy and mathematics, when they move to Year 1. The school did not reach its targets last year; however, its performance over the last three years is broadly in line with the national trend. There are no obvious differences between the performance of boys and girls or any particular groups.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have good attitudes and many are enthusiastic.
Behaviour, in and out of classrooms	Throughout the school, pupils' behaviour is good. In assemblies and in the best lessons, it is often very good or excellent.
Personal development and relationships	These aspects are good. Pupils have good relationships with their teachers and other members of their class.
Attendance	The school encourages good attendance and pupils arrive on time so that lessons start punctually.

In the most successful lessons, pupils have exemplary attitudes. The school positively promotes personal development, and pupils' relationships are good. There is a strong partnership with parents. Attendance is almost in line with the national average.

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.

Good quality teaching has a very positive impact on pupils' learning. In the most successful lessons, every opportunity is made to reinforce learning; the teaching captures and holds the interest of pupils right from the start. Teachers' subject knowledge is particularly good. Pupils are managed well and teachers have high expectations. The National Literacy and Numeracy Strategies have been successfully implemented and, in these lessons, the quality of teaching is often very good. Where the teaching is satisfactory, as opposed to good, the lesson does not capture the pupils' imagination and the class management is not consistently effective. This means pupils are not as well motivated and they lose their concentration at times. Children have a good start to their formal education because of the good quality teaching in the Foundation Stage. In the nursery and Reception classes, members of staff successfully promote the areas of learning that are expected nationally for the youngest children. There is good teamwork and realistic planning which involves support staff and volunteer parents. The school does all it can to meet pupils' individual needs. There is good support for the pupils who have special educational needs, and for those who are learning English as an additional language. Pupils respond well, learn quickly and make good progress. This ensures they progress and attain as well as they can and most achieve their full potential.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good range of learning opportunities is provided and this is enhanced by a very good range of additional activities arranged by the staff at lunchtime and after school.
Provision for pupils with special educational needs	Good support is given to pupils with special educational needs, they achieve as well as they can and are enthusiastic.
Provision for pupils with English as an additional language	Pupils who are learning English as an additional language make good progress because they are given additional support in class and small group work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' personal development and their spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school has good procedures in place to care for its pupils.

The school works successfully in partnership with parents. The school firmly believes in providing a wide range of activities and other opportunities for pupils. The school ensures that members of staff demonstrate a caring, nurturing approach to all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Strong leadership from the headteacher, and good quality subject management ensure successful leadership and a total commitment to school improvement.
How well the governors fulfil their responsibilities	There is an effective governing body, which is actively involved with the school. Governors are very enthusiastic and proud of their school.
The school's evaluation of its performance	The school's use of modern technology is good. This has a significant impact on the school's monitoring and evaluation of its performance.
The strategic use of resources	The school makes the best use of any available resources.

The good quality leadership and management are strengths, and the school successfully applies the principles of best value to its work. The school building is generally cramped and short of space. The school has recently added two temporary cabins, which are now used for small group booster work.

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 school expects pupils to work hard. • SEN provision for pupils with learning difficulties is a strength of the school. • Moral values are strongly promoted. • Pupils enjoy being in school. • The school is helping pupils to mature. 	<ul style="list-style-type: none"> • Physical education, because they feel very little games activity takes place. • More challenge for gifted and talented pupils. • More homework with regular marking. • More information about pupils' progress. • Closer involvement with the school.

The inspection team agrees with parents' positive comments. Parents are clearly well informed about the strengths of the school. Parents are wrong to assume physical education [PE] is weak. The school provides a wide range of physical activities including sport. The standard of PE in Years 3 – 6 is good. Inspectors think an appropriate amount of homework is set for pupils in line with the school policy. The school works hard to involve parents in its work, and provides an appropriate amount of information about pupils' progress. Gifted and talented pupils are identified early and given a range of different challenges including a 'Thinking Club'. Very occasionally in weaker lessons, when the pace is slow, higher attaining pupils are insufficiently challenged.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The National Curriculum results in 2001 were disappointing for the school. A below average number of Year 6 pupils attained the standards which are expected nationally for 11-year-olds in English and mathematics. In science, the standards were well below average. In all three subjects, few pupils achieved the higher levels. Compared to similar schools, these results were poor. However, the low standards in Year 6 in 2001 were because there was a high number of pupils with special educational needs and prolonged absence of staff with poor quality temporary teachers covering the classes. The school could not reach its targets for Year 6 last year. However, over the last three years its performance has been broadly in line with the national trend. There are no differences between the performance of boys and girls or any particular groups and pupils achieve well according to their individual ability. The school took urgent steps to improve pupils' performance in Year 6 for 2002, and two very good teachers were moved from younger classes to teach the two oldest classes. This strategy has effectively improved the school's performance because their successful class management and skilled teaching means that the present Year 6 pupils seem on course to achieve improved results this year.
2. In 2001, the Year 2 results were much better than those of Year 6. They exceeded the national average in all three subjects. When the Key Stage 1 results are compared with similar schools, reading is average but writing results are high. The Key Stage 1 results in mathematics are above average. There is no difference between the performance of boys and girls or any ethnic group.
3. Despite good writing results in National Curriculum tests at Key Stage 1, standards are better in reading than in writing throughout the school. By the end of Year 6, many pupils write tidily in handwriting lessons, but in subjects such as history, geography or religious education, handwriting is often untidy. During the inspection, the overall standard of pupils' work in English, science, design and technology, history, art and music were in line with national expectations. The standards in mathematics are above expectations in Years 1 and 2 and in line with expectations in Years 3 to 6. In information and communication technology [ICT] and physical education, pupils attain satisfactory standards in Years 1 and 2 and better than expectations in Years 3 to 6. Pupils' standards in religious education meet the requirements of the Bexley Agreed Syllabus. In geography pupils' work is good at Key Stage 2.
4. Children start school with very little understanding of number and literacy, but they progress well in the nursery and Reception classes, and learn a good range of skills. By the time they move to Year 1, most communicate well and they attain appropriate standards in personal, social and emotional, creative and physical development and in developing a knowledge and understanding of the world. However, because their standards on entry are low, although they achieve well, a few attain below the national expectations for their age group in language and literacy, and mathematics.
5. There has been significant improvement in the provision for the children in the nursery and Reception classes since the last inspection in 1997. The good teaching in the nursery and Reception classes is having a positive impact on children's learning. Most of the children start school in the nursery with limited communication skills and some have no understanding of the English language. In all aspects of the early learning goals, which are expected nationally for this age group, the provision is good. As a result, the children make good progress so that by the time they move to Year 1, they achieve the learning goals. The children with difficulties in communication, and those who are learning English as an additional language, also achieve well and make good progress. They become increasingly confident to communicate in familiar simple words and gestures.

6. Pupils with special educational needs make good progress. Work in class is usually provided at a suitable level based on their prior attainment, which means pupils are making good progress. Individual education plans, written by class teachers, are of a good quality and they clearly identify what a pupil must do to improve. The individual targets set for pupils are very specific, and they can be accurately monitored to inform teachers, parents and pupils exactly when they have been met.

7. Pupils who are learning English as an additional language achieve well when they are given additional support from the specialist teacher. They make at least satisfactory and often good progress in class but sometimes their progress is limited when they work with lower ability children. Opportunities are missed to develop their skills to a higher level in more practical subjects. For instance in science, the progress of a higher ability pupil was hindered because of the limited understanding of the lower ability pupils with whom she was working.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to the school are good. They enjoy coming to school, take part in a wide range of activities and are keen and enthusiastic. After-school activities and lunchtime clubs are very popular, and they enhance the opportunities which pupils have. The majority of pupils concentrate well in lessons and respond to the stimulus of learning. For example, in a Year 6 literacy lesson, pupils were inspired by the challenge of the task to write new and interesting endings to nursery rhymes using connectives. They settled to work immediately and showed real interest and good concentration. They enjoy working together, for example, as seen in a music lesson in Year 2 where pupils were very keen to compose simple rhythmic patterns for long and short notes. They were extremely helpful to one member of their class who found it more difficult to work out how the musical instrument he had could play a long note. They were kind, encouraging and supportive. Pupils' attitudes are especially good with work that they have organised themselves, for example, when investigating number problems.

9. Overall, pupils' behaviour is good, both in lessons and when out at play. Some pupils' behaviour in Year 6 is exemplary, for example, in a religious education lesson on Judaism, where pupils contributed intelligent answers to the questions that the teacher asked. They treated resources and other people's views with real respect. Whilst there are pupils whose behaviour is more challenging, all adults have a calm and consistent approach to poor behaviour and this ensures that lessons still run smoothly and pupils quickly calm down. Occasionally, in lessons where the pace is slow, the behaviour of some pupils who are insufficiently challenged can disrupt the learning of other pupils. However, teachers deal with these instances very well. For example, in a Year 5 language lesson some pupils wanted to dominate and change the discussion, but the very good teaching ensured that this did not happen. Teachers generally have good strategies to manage pupils' behaviour. Playground and lunchtime behaviour is good, and pupils enjoy team and paired games in their break times using a variety of sports equipment.

10. Pupils' personal development and the relationships that exist in the school are good. In discussion with pupils in both Year 5 and Year 6, they said that one of the things they really like about school is 'how well everyone gets on with each other.' Pupils are given opportunities to help in school. They enjoy the responsibility of being lunchtime or library monitors, and for younger pupils taking the registers back to the office. The wide range of after-school and lunchtime activities gives pupils opportunities to take charge of remembering, for example, a sports kit, or to complete and research their homework. The development of the school council has given pupils the opportunity to vote, an activity of citizenship, and to start to share the responsibility of representation. Pupils have enjoyed influencing aspects of school life, for example, by campaigning to allow girls to wear trousers. Relationships in the school are good and have a positive effect on learning and behaviour.

11. Pupils take the opportunity to work independently and take responsibility for their own learning. In a Year 2 literacy lesson on the book 'Schnitzel Von Krum', pupils worked very well

independently and took responsibility for their own work. Pupils are active fundraisers for charity; for example, the pantomime that pupils performed raised over £200 for Children in Need.

12. Pupils with special educational needs are very positive about their time in school. They enjoy the work they do and work hard in lessons. They develop good relationships with their classmates. They happily accept support and advice from teachers and their assistants, and the additional literacy and early literacy support groups are very popular with the children who go to them.

13. Attendance at Hook Lane Primary is satisfactory. Registers are completed promptly and in line with statutory requirements. A few parents take their children away from school for annual holidays during term time. This has a small detrimental impact on their learning.

14. Pupils with special educational needs who have identified emotional and behavioural difficulties are well managed in class and during breaks. They are well supported by teachers, learning support assistants and midday supervisors. The school ensures that they are fully included in the life of the school and that their behaviour is not detrimental to their own learning or to that of their classmates.

15. At the time of the last inspection, attendance was judged to be good. Pupils' attendance at the school is now found to be satisfactory. It is below the national average but there are few unauthorised absences. Few pupils are late to school, class registers are completed appropriately; registration periods are efficient and pupils settle to work promptly with little fuss.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The good quality of the teaching is a strength. It has a positive impact on promoting good attitudes to learning. Pupils' behaviour is good. Both of these aspects successfully contribute to the progress of pupils.

17. Of 79 lessons observed, 35 were good, 17 very good and four outstanding. Twenty-three lessons were satisfactory. This is an improvement since the last inspection, when there was too much variation in the quality of teaching and some lessons were unsatisfactory. Teachers were criticised for not being clear about their learning objectives and there was evidence of weak class management. This has been successfully rectified and, throughout the school, teachers have now identified clear learning objectives for their lessons. Teachers group their pupils according to their ability, vary their activities and consider the best methods to use. Class management is more consistent, which successfully impacts on pupils' behaviour.

18. The school has very good procedures in place for appraising teachers' capabilities, and this has had a positive impact on the quality of teaching throughout the school. Strong teaching successfully promotes all pupils' learning and helps them to acquire a good knowledge and understanding. There is no evidence that any groups miss out.

19. In the Foundation Stage¹, the teaching is good. This is an improvement since the last inspection when there were some weaknesses. A good range of learning opportunities promotes children's learning, and suitable topics for young children provide the basis of most of their work. For instance, the school is particularly interested in gardening and during the inspection the children were considering gardens and growth. They had planted vegetable seeds and observed and measured the growth of the shoots. They examined earth under logs for minibeasts and discovered that the scent of a variety of herbs stimulated their senses.

20. The quality of teaching in the nursery is always satisfactory and often good. The activities

¹ Foundation Stage is the formal name given to the nursery and Reception classes. Children cover activities, which promote their personal, social and emotional development, communication, language and literacy, mathematical development, creative and physical development and their knowledge and understanding of the world.

are carefully planned and managed, and staff work effectively as a team. The nursery has had to cope with several changes of teachers, but this has not had a detrimental effect on children's learning. One feature that accounts principally for the good teaching is that members of staff recognise the importance of providing a good range of activities in each session to develop children's personal, social and emotional skills as well as to focus on teaching language and literacy and mathematics. A strength of the nursery provision is the good range of opportunities to develop children's communication, and the stimulating creative activities to which children have easy access, for instance, very effective role-play, which staff join in to develop the children's language skills. One minor weakness in the nursery organisation is the start of each session. Although this aspect of the day is satisfactory, children tend to sit too long on the carpet in a circle. As they enter the nursery with parents or carers, they sit and wait for formal routines to start. These formal activities include calling a register and counting the children present. As many of the children have a limited understanding of numbers to 10, counting to 25 is beyond their understanding. The activity takes 20 minutes or more and, during this time, support staff prepare their work or else they sit and watch the teacher.

21. In the Reception classes, the teaching is consistently good. A good team spirit underpins all the work as members of staff effectively plan, review and evaluate the progress of individual children. The teachers deploy their support staff successfully and this is having a positive impact on learning. All areas of learning are successfully covered, and children benefit from a good range of learning experiences including developing their computer skills in the school's new suite.

22. In English and mathematics, teachers ensure the basic skills are well taught. They have a good knowledge of the national strategies for literacy and numeracy. They have high expectations. Teachers allocate a fair amount of time for pupils to practise their spelling and handwriting. Throughout the school, pupils' books are carefully scrutinized to check work is tidily set out and appropriately marked. However, their work in subjects such as history, geography or religious education is often untidy with poor handwriting and careless spelling. Attractive displays around the school often include examples of pupils' work with spelling errors.

23. The successful features of a very good numeracy lesson in Year 4 were the teacher's very good class management, high expectations and calm and friendly manner. This ensured all pupils successfully learned the mathematics of 'Magic Squares'. The setting of pupils in four ability groups in mathematics across Years 5 and 6, the successful implementation of the Numeracy Strategy and the good teaching seen during the inspection are proving to be instrumental in raising standards for pupils of all abilities.

24. Gifted and talented pupils are identified early and set additional extension work. The lunchtime extension club for mathematics successfully motivates more able pupils in Year 6 and the impact of this activity, together with the strong teaching in class, accelerates the progress pupils make. In weaker lessons, there are occasions when higher attaining pupils could be further challenged.

25. The quality of teaching in Year 2 and in Year 6 is particularly strong. The teachers in these classes have consistently good lessons and sometimes their teaching is excellent. Throughout the school, teachers plan their lessons to give different opportunities for pupils to learn formally as a whole class or in a small group. Good use is made of the school's resources. Temporary teachers are well supported and they have a positive impact on learning. Teachers try hard to give pupils equal opportunities by including all pupils in class discussions. The best lessons proceed at a good pace, and this keeps pupils interested and well motivated. Learning support assistants give good support for pupils with special educational needs or those who need help to be confident in their acquisition of language because they are learning English as an additional language. These features contribute to the improved standards of performance and the good progress pupils make.

26. Where lessons are satisfactory, they lack the pace of the best, and pupils lose their concentration. Too much time is taken up with the teacher talking and pupils sitting listening passively. The teacher's subject knowledge is not convincing. This is sometimes very obvious in

religious education lessons where teachers rely on Internet information about unfamiliar aspects of major world faiths. The lesson introduction often starts with a discussion and, when pupils ask difficult questions, teachers' insecurities stand out. In comparison, an outstanding lesson in the same subject had impressive features. The teacher had conscientiously researched and planned a lesson on Judaism; she had confidence in her own ability and, together with strong class management and very good use of resources, successfully held pupils' attention. The teacher made the topic very interesting and she made sensitive references to current events in the Holy Land.

27. Teachers give good support in class to those pupils who have special educational needs. Work is usually set at an appropriate level to enable pupils to make good progress. Teachers use learning support assistants well, and they ensure they are fully briefed about their role in each lesson. They are often asked to focus on a specific pupil or group of pupils and make useful observations of such things as attitude or response during the part of the lesson when the teacher is directly addressing the class. These observations are later shared with the teacher to help assess the future needs of pupils and devise strategies to help them learn even more effectively. During individual or group work, these assistants also give good support and this has a significant impact on the good progress made by the pupils. Some learning support assistants keep careful records of their work with pupils, that are shared with teachers after lessons to help them prepare suitable future work.

28. Pupils who are learning English as an additional language receive good support from a specialist teacher who appropriately reinforces their learning through planned activities, based on class work. Detailed assessments and records ensure pupils make good progress and provide continuity when they return to their class. As pupils become more fluent in spoken English, teachers carefully review their progress. If it seems appropriate to change their teaching groups in mathematics, pupils are moved to ensure they are kept sufficiently challenged. However, pupils' progress is reviewed less frequently in other subjects. The school monitors pupils who are at risk of falling behind their peers. Learning support successfully addresses any concerns. However, pupils who are at an early stage of English often work in groups of lower ability where learning support is available. In some groups, low attaining pupils provide poor role models of the English language. Staff who are bilingual provide good support and they use home languages where possible. The school has agreed a policy for promoting diversity. However, in some lessons, for instance, geography and religious education, there is evidence of racial stereotyping. Displays around the building are effectively planned and attractive. They often include photographs of pupils, but there are limited multi-cultural images to reflect a culturally diverse society. The school library has a wide range of books, but there is a limited range of resources to promote an understanding of cultural diversity.

29. In the last inspection, teachers who were responsible for overseeing a particular subject had not monitored the quality of the teaching and learning throughout the school. There is now an ongoing and successful programme of monitoring. Regular classroom observations take place as part of the school's performance management policy, and any identified needs for staff training are appropriately linked to the school improvement plan.

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

30. The curriculum across the school is good overall. It is broad and balanced and complies with statutory requirements. According to the schemes of work, the time allocations for subjects are close to the national average. Provision is at least satisfactory and often good for all subjects, and this leads to appropriate standards being attained. The school provides well for pupils' personal development. Other very good learning opportunities are offered through clubs and visiting specialist teachers and a large number of pupils participate. Opportunities are provided for pupils to develop academically, physically and aesthetically, as well as in social skills.

31. There are policies and schemes of work in place for all subjects, although some have been introduced relatively recently. The quality of teachers' planning derived from these is good. Work is planned to match pupils' abilities, and there is good continuity. Planning for pupils with special educational needs and those who are learning English as an additional language is appropriate.
32. The children in the nursery and Reception classes benefit from a good range of learning opportunities. This gives them a good start to their formal education. The Reception teachers introduce a scaled down version of the National Literacy and Numeracy Strategies. This means that the children are well prepared for their transfer to Year 1.
33. The National Literacy and Numeracy Strategies have been successfully introduced, and the arrangements for teaching literacy and numeracy skills are successful. These are now having an impact on effectively developing skills in both of these areas. Literacy skills are used across the whole curriculum, but there are inconsistencies in the quality of pupils' writing and spelling in all subjects, especially for the oldest pupils. The school has successfully organised its ICT facilities into a computer suite, with clusters of computers and laptops in the classrooms. This is having a positive impact on pupils' computer skills.
34. Pupils have equal access to the full range of opportunities for learning. Good provision is made for pupils with special educational needs. Pupils have work prepared to meet their individual attainment levels, and they are given support from classroom assistants within the classroom. Extension activities are sometimes provided for the higher attaining pupils, and there is a club to develop thinking skills. There are no significant differences in the opportunities offered to boys and girls. There are policies in place to cover areas such as bullying, child protection, drugs and sex education. Spiritual provision in the school is covered through assemblies, circle time and the programme of personal, social and health education. The school offers a very good range of extra-curricular activities including football and other sports, a gardening club, trips to museums and places of cultural interest. There is an after-school computer club. A large number of pupils participate in these clubs and get great enjoyment from them. The school makes particularly good use of its grounds for formal study and for extra-curricular and play activities. The pupils benefit well from this. They learn a genuine respect for their environment and how to care for it. Homework is set across the school and ranges from the younger pupils taking home reading books to extension work for pupils in Year 6.
35. Links with the local community are good. The school has a number of visitors who talk to pupils on a wide range of issues. The pupils participate in fund raising events for charity. There are effective links with organisations such as the local Fire and Police Services. The school has links with other local schools, and pupils come in to help with games such as tag rugby, and on work experience. The school also has links with further education, providing placements for trainee nursery nurses; it has in the past, provided placements for trainee teachers. There have been successful links with Bexley Education Business Partnership, particularly in terms of caring for the environment. The school has also received sponsorship to help to fund football equipment.
36. The curriculum for pupils with special educational needs is good and, where possible, is closely linked to the targets in their individual education plans. Such pupils are given full access to the curriculum and receive good quality support from teachers and learning support assistants. Where appropriate, the curriculum is modified to meet the needs of individual pupils. Class teachers and their assistants closely monitor and track pupils' progress to ensure that they are learning effectively. Some pupils are occasionally withdrawn from lessons for additional learning support. Care is taken to ensure that they do not miss any important class work and that the benefits they receive from this extra help outweigh any disadvantages.
37. Pupils who are learning English as an additional language have equal access to the curriculum. Class teachers and the specialist teacher appropriately plan their work to include English, mathematics and science, and to reflect what pupils in class will learn. Teachers provide opportunities for speaking and listening in a range of subjects and allow time for pupils to discuss

ideas with other each other. This gives all pupils time to rehearse their answers before speaking to the whole class.

38. Spiritual development is mainly fostered through assemblies when pupils are given the opportunity for quiet reflection on their own worth and their place in the world. In these assemblies, and at other times in the school day, they listen to stories about a variety of people and events and learn about the qualities of love, patience, tolerance, compassion and harmony to be found in others and to relate them to themselves. Class assemblies also provide moments of spiritual uplift. For example, in one Year 6 class assembly the teacher created a mood of calm and reverence for the pupils by lighting a candle in the darkened classroom and playing quiet music. In such an atmosphere the pupils were able to focus on the assembly theme and gain real inner peace from the experience. In other lessons, such as science, pupils are encouraged to wonder at the beauty of the natural world. The use of a microscope to show pupils the micro-organisms found in pond water was a good example of this, and the pupils were visibly astonished at this new and wonderful world unfolding before their eyes.

39. The provision for pupils' moral development is good. It is actively supported by all members of the school community, resulting in a calm and purposeful atmosphere. Members of staff provide good role models in their dealings with each other and the pupils. Pupils are taught right from wrong from the moment they join the school and are encouraged to reflect on their behaviour and the impact it can have on both adults and other pupils. School rules are kept simple and are readily understood by all. Each class also negotiates its own set of rules that are prominently displayed to remind pupils of their importance. Class lessons are used to explore issues and reflect on ideas. For instance, Year 6 pupils look at news stories from different sources on the Internet and analyse them to see if they are presented with a particular slant or bias. Global issues are also considered and the school's ecological committee is a good example of how pupils are encouraged to make a difference to their world.

40. There is also good provision for pupils' social development. The high quality of relationships throughout the school supports this very well. Pupils willingly take responsibility and are provided with many opportunities to look after resources, the environment and each other. The active school council gives pupils many opportunities to discuss sensibly and thoughtfully issues about the school that they consider important. Through this they learn the importance of the democratic decision making process and to abide by the will of the majority. Even the youngest children are encouraged to perform responsible jobs such as taking the register to the office. Older pupils regularly set up the hall for assemblies, work as librarians, are play leaders for younger pupils during breaks and supervise the school doors at lunchtime. They take these duties very seriously and perform them efficiently and sensibly. Pupils in Year 6 also help the younger children by being reading partners and assisting them with their packed lunches. They also recently produced talking books for the younger pupils as part of their ICT work on multimedia presentations. Pupils of all ages co-operate well in class and often work together harmoniously in pairs or small groups.

41. Cultural development is satisfactory. Pupils enjoy and appreciate the arts. They listen to a wide range of music, and art work includes opportunities to study the styles of several famous artists. Pupils learn about their own and other cultures in subjects such as history, geography and religious education. Geography lessons teach them about life in communities very different from their own. In history, pupils learn about famous people who have influenced the way we think and live today. The citizenship week included useful opportunities for pupils to watch and participate in African and American dance. During the inspection week, pupils in Year 5 were preparing to correspond electronically with a small rural school in Australia. However, there are limited opportunities for promoting pupils' awareness of cultural diversity. A good example of this is the very few opportunities pupils have in religious education to visit multi-cultural places of worship. Although they study five major world faiths throughout their time in school, they only have regular contact with a local church. In geography, there are examples in pupils' books which demonstrate a limited understanding of cultural diversity and evidence of racial stereotyping.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The previous inspection found that the school provided a caring and supportive environment for pupils. The steps taken to ensure pupils' welfare, health and safety, including the school's arrangements for child protection, continue to be good. The school continues to be a safe environment; any hazards found on site are identified and dealt with through regular safety checks made to grounds, buildings and equipment. Health and safety issues are taken seriously by the governing body, which is actively involved in the regular health and safety reviews. These reviews are reported to the main governing body and any problems quickly dealt with. Regular fire drills are held and appropriately recorded.

43. Sick pupils are well cared for. There are good procedures in place for the administration of first aid, with two fully trained members of staff, and a number of additional staff trained in first aid in the workplace. The school follows the Borough guidelines for the administration of the protection of children. All staff are kept informed of the school's arrangements and procedures, and are aware of the need to discuss any concerns with the appropriate member of staff. There are good procedures in place to monitor any concerns that might arise. The school is good at monitoring and eliminating oppressive behaviour. Pupils confirm that they feel the good thing about the school is that everyone is nice to one another. There are few incidents of bullying or racism, and procedures are in place to deal with any incidents quickly and effectively.

44. There are good procedures in place for monitoring pupils' attendance. There are few unauthorised absences. The school's electronic system of recording attendance ensures that good procedures are in place for analysing, monitoring and following up absences. Attendance records are regularly checked; any emerging patterns of absence are identified and followed up quickly. The education welfare officer visits the school regularly and provides good support. Whenever a pupil in Key Stage 2 is absent without the school being informed, the staff make contact with the family to ascertain the reason for absence. There are effective procedures in place to promote good behaviour and these are consistently applied throughout the school. The school rules are reinforced at the beginning of the school year and in addition class rules are agreed with pupils. Achievement and good behaviour are both recorded and recognised at achievement assemblies. Midday staff award younger children with a rosette for good behaviour at lunchtime. Staff closely monitor any instances of poor behaviour, and any concerns are discussed with parents when appropriate.

45. The school's procedures for monitoring pupils' personal development are informal and rely on teachers' knowledge of the individual pupils in their care. All members of staff know their pupils well; they are aware of their individual personal and medical needs and monitor these closely. Children are well cared for by staff, who wait with younger children at the end of the school day until they are collected. Any children who are not collected are returned to the school office to await their parents or carers.

46. At the time of the last inspection, assessment procedures were found to require improvement. This inspection finds that procedures for assessing pupils' attainment and progress are now good and are effective throughout the school in guiding and supporting pupils and informing curriculum planning.

47. Local borough assessments are carried out while pupils are in the nursery, and children are given a baseline assessment when they move into the Reception class. Throughout the rest of the school, the cyclical programme of monitoring and evaluation begins at the end of the summer term with an analysis of school and National Curriculum tests. In each autumn term, group reports are passed to all class teachers with results from baseline testing and analysis of results throughout the school. Targets are set for individual pupils to help them progress two components within the level each year. The class teacher has a focus group that is targeted for additional support. These targets are evaluated termly. Writing is assessed and levelled three times a year. Mid-year assessments for pupils in Year 2 upwards take place each January, and pupils in Year 6 are assessed using the previous Year 6 National Curriculum test papers for English, maths and

science. Other year groups are tested for reading and spelling ages, writing assessments and QCA or school-based mathematics tests. The results of these assessments are used to forward plan, as well as for selecting Year 6 pupils for 'Booster Classes', Year 5 pupils for 'Springboard 5' and others for Additional Literacy Support. The range of assessments ensures that staff are quickly aware of pupils' strengths and weaknesses, and are able to identify any children who might require additional support.

48. There are good assessment procedures in the nursery and Reception classes. The nursery children are regularly observed and assessed and, in the Reception classes, all children are assessed with formal locally agreed procedures to check their progress. The school notes any children who are at risk of falling behind their peers, and learning support is provided both in the class and as individual support, working quietly in another room. The school's records provide a clear picture of a child's progress over time in all the nationally agreed early learning goals for this age group. In the Reception classes, detailed information is collated about children's language development, particularly when they are at an early stage of English. Their knowledge of letter shapes and sounds and their levels of numeracy are also recorded.

49. Pupils with special educational needs are identified early in their school life and are accurately assessed. They are carefully tracked to monitor their progress. The eight statemented pupils receive their full entitlement of support from the local authority and the school. The school fully meets the statutory requirements of the special educational needs Code of Practice.

50. Record keeping of achievements of pupils for whom English is an additional language is detailed and useful. The specialist teacher records assessments of pupils' progress in group sessions, and the teachers use these to plan pupils' next steps in learning. The special educational needs co-ordinator records the achievements of pupils who are learning English as an additional language. The school uses the data from regular assessments of progress effectively to track the progress of individual pupils including pupils with English as an additional language.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. In the last inspection, the school was found to be benefiting from the regular commitment of a large number of parents who helped in the school; this continues to be the case. Parents continue to have positive views of the school. The school works well with parents who say they are made to feel welcome in the school and are confident to discuss any concerns they may have.

52. The parents' involvement in the life of the school is very good. In the nursery and Reception classes the partnership is very good. The staff have successfully established a relationship with parents that is relaxed, friendly and supportive. As parents deliver and collect their children, they are made to feel at ease as staff exchange information informally about their children. The nursery successfully involves parents in fundraising activities.

53. Parents are very supportive of the school; they are encouraged to take an active part and they contribute very well to the life of the school and to their children's learning at home. The Parent Teacher Association is very active and supportive of the school and raises large sums of money which are used to purchase materials and resources for the school. Parents organise social as well as fundraising events and a regular newsletter. During the inspection, a significant number of parents were seen helping in school. The partnership with parents has a positive impact on the school's work. Parents are concerned about a number of issues for instance, the school's provision for games and the limited challenges for high attainers. Both of these concerns are unnecessary as the school provides a good range of games activities and adequate challenges for gifted and talented pupils.

54. The information provided for parents by the school is good. Regular newsletters from the headteacher give information about events in school. Class teachers send out termly pamphlets that give parents information about what will be taught during the coming term. Meetings are held at the beginning of the academic year that inform parents about different elements of the curriculum.

The school's documentation for parents is informative and fulfils most statutory requirements, although the governors' annual report for parents has some minor omissions.

55. Written annual reports to parents are satisfactory. They give parents information about activities covered and the progress pupils have made. Parents and their children are given the opportunity to comment on the reports. Good opportunities are provided for parents to meet the staff informally to discuss pupils' progress at the end of the school day, as well as the more formal termly parents' meetings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The headteacher has a firm belief in providing a wide range of learning experiences for all pupils. The new deputy headteacher, only appointed this term, has already established a good working relationship with the staff. The senior management team has been reviewed and reorganised as part of the School Improvement Plan. The senior manager for Key Stage 1 worked hard to support the headteacher during the long-term absence of the previous deputy headteacher. The management is presently incomplete until a new key stage manager joins the Key Stage 2 staff in September. There is a strong working relationship between staff, and a very positive commitment to school improvement. 'Fearless learning' is the school's mission statement, and this is successfully reflected in the ethos of the school.

57. The strong leadership of the headteacher is the driving force for improving the quality of teaching and raising pupils' standards of work throughout the school. The teachers with responsibility for managing a subject have a very positive impact on the school's performance. Several are particularly enthusiastic and are very committed to school improvement. Planning and teaching are appropriately monitored to identify areas for improvement and to celebrate success. The school carries out a useful analysis of its results, and teachers effectively monitor pupils' progress to check no one is at risk of falling behind. Gifted and talented pupils are identified throughout the school, and teachers set them additional challenges and extension work. Analysis of all the pupils' results show that they achieve equally well whatever ethnic background they come from. The school identifies the pupils who have made little or no progress and monitors the impact of additional support. There is no difference between the performance of girls and boys.

58. The school's successful programme of monitoring and evaluation begins at the end of the summer term with an analysis of school and National Curriculum tests. Information from baseline assessment in the Reception classes is carefully analysed to identify any children who have fallen behind their peers in the nursery. The headteacher ensures the analysis of National Curriculum results informs target setting for individual pupils to accelerate their progress. Focus groups are effectively targeted for additional support and pupils' progress is evaluated termly. Although the standard of pupils' writing is inconsistent in some subjects, examples are assessed according to National Curriculum levels three times a year. The school ensures the results of regular testing are used to forward plan, as well as for selecting Year 6 for 'Booster Classes'.

59. The governing body is good, and the governors know their school well. They have a very good understanding of the school's strength and weaknesses. Governors are enthusiastic and anxious to support the school. The governors do their best to meet their legal responsibilities, and most statutory requirements are met except for missing information in the annual governors' report to parents. This report did not include the agreed targets for Key Stage 2 or any information about school security arrangements. The school successfully achieves its aims and values, and it provides a good ethos for learning where pupils are made to feel truly valued.

60. The support staff and the specialist support teacher are effective in supporting the pupils with English as an additional language. All staff are aware of the emotional needs of many pupils whose backgrounds are varied and often very distressing. However, members of staff have a limited understanding of how they can support the cultural development of all pupils to raise self-esteem, by developing the curriculum to include topics which are more relevant to them. Satisfactory learning resources are available to support pupils who are at an early stage of learning

English. A selection of bilingual books is available in the library, and the visiting specialist teacher provides additional resources. However, there are limited resources to ensure that other cultures are always visible in school displays and in the curriculum topics studied.

61. There are now clear and concise schemes of work and a wide range of policy documents. As the school has suffered from a fairly regular turnover of staff, these improvements make it easier for new teachers to take over a class. The school efficiently manages its finances, which allows it to provide a high level of learning support for its pupils; the amount spent per pupil is quite low, particularly in view of the high level of additional support that is necessary. The school's financial planning is appropriately linked to educational priorities. Resources are used well and the school successfully applies the principles of best value to its work. The school benefits from additional funding from central government, and this is used well to raise pupils' standards of attainment. Taking everything into account, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to raise the school's standards further, and to extend the good provision for pupils who are learning English as an additional language, the governors, headteacher and staff should:

1. Raise the standards of pupils' writing and spelling by:
 - ensuring there are greater opportunities for narrative and extended writing, both in English lessons and in other subjects;
 - ensuring teachers promote the regular use of dictionaries so that pupils become proficient in self correction of misspelled words;
 - ensuring effective marking takes place and that good examples are used as an effective model and are disseminated across the school. [Paragraph Ref., 2, 3, 22, 33, 47, 58,, 66, 73, 74, 75, 80, 81, 90, 92, 93, 102.]
2. Develop and fully implement the school's policy for managing diversity and ensure racial equality by:
 - reviewing schemes of work to ensure positive cultural role models are reflected in lessons such as geography and history; ensure racial stereotypes are identified and challenged;
 - monitoring displays to check they include positive images of minority ethnic groups;
 - auditing and extending book resources to ensure cultural diversity is evidenced in stories and information offered to pupils, in line with school policy;
 - monitoring the impact of these initiatives to check they are successful. [Paragraph Ref., 28, 34, 41, 60, 81, 120.]

Minor Issue

Ensure all legal requirements are fully met in respect of the governors' annual report to parents. [Paragraph ref. 54 and 59]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	17	35	23	0	0	0
Percentage	5	22	39	29	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. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	410
Number of full-time pupils known to be eligible for free school meals	0	45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	3	5
Number of pupils on the school's special educational needs register	12	135

English as an additional language	No of pupils
Number of pupils with English as an additional language	41

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence	%
School data	6.3
National comparative data	5.6

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	29	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	30
	Girls	28	29	29
	Total	55	58	59
Percentage of pupils at NC level 2 or above	School	92 (92)	97 (100)	98 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	27
	Girls	28	27	28
	Total	56	56	55
Percentage of pupils at NC level 2 or above	School	93 (92)	93 (88)	92 (90)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	35	30	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	25	26
	Girls	21	20	22
	Total	42	45	48
Percentage of pupils at NC level 4 or above	School	65 (80)	69 (73)	74 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	28	22
	Girls	23	21	21
	Total	47	49	43
Percentage of pupils at NC level 4 or above	School	72 (77)	75 (68)	65 (68)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	9
Black – other	0
Indian	14
Pakistani	1
Bangladeshi	1
Chinese	3
White	326
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	21
Number of pupils per qualified teacher	24.0
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	344

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Financial information

Financial year	2000/1
	£
Total income	818,255
Total expenditure	820,891
Expenditure per pupil	1,747
Balance brought forward from previous year	16,918
Balance carried forward to next year	14,282

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	434
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	3	3	0
My child is making good progress in school.	40	46	9	1	4
Behaviour in the school is good.	33	58	3	3	3
My child gets the right amount of work to do at home.	14	48	21	11	6
The teaching is good.	41	48	4	3	3
I am kept well informed about how my child is getting on.	29	47	17	6	1
I would feel comfortable about approaching the school with questions or a problem.	44	50	3	4	0
The school expects my child to work hard and achieve his or her best.	50	43	6	1	0
The school works closely with parents.	32	42	19	4	3
The school is well led and managed.	38	46	7	5	3
The school is helping my child become mature and responsible.	41	51	3	3	3
The school provides an interesting range of activities outside lessons.	23	31	18	9	19

Other issues raised by parents

- Parents wanted it recorded that they value the premises manager who they say does a tremendous job. He is very much appreciated.

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

63. The school's early years' provision was criticised in the last inspection. The teaching was variable and there were occasions when it was judged unsatisfactory. The curriculum had weaknesses. The school has made positive improvements since 1997 and the Foundation Stage is now successfully promoting all areas of learning for this age group.

Personal, social and emotional development

64. The good quality teaching successfully promotes children's personal, social and emotional development, and it is a strength in the nursery and reception classes. The daily routines and games such as balancing together on stepping stones or sharing the log boat successfully encourage children to have good attitudes towards each other and to make choices. By the end of their year in the nursery, children are increasingly independent. The staff have appropriately high expectations of children's behaviour which is good. Children settle quickly into the nursery routines because of the efficient organisation and the successful induction programme. Nursery staff build very positive relationships with parents. They encourage parents to take turns to help with activities and to be involved with fundraising events.

65. In both the nursery and Reception classes, children work together well, share resources fairly and take turns appropriately when using the equipment. For example, when they go outside to observe their seeds they wait patiently while the teacher sees the rest of the class out of the room. In both the nursery and in the Reception classes, children choose their own activities and they play well together. Most children concentrate hard when they work with an adult in a small group. They treat the school's equipment with care and they willingly tidy up at the end of a session. Opportunities are planned in all classes for children to express their feelings in a variety of situations; for example, exploring different musical sounds or dressing up as nursery rhyme characters. Children's awareness of their place in the wider community is enhanced through special events and an early introduction to religious education. Children celebrate a range of different festivals, for instance, Diwali, the Chinese New Year and Christmas. Staff provide good role models; they are enthusiastic and encouraging, and this successfully promotes children's learning. In the nursery and Reception classes, trusting relationships and warm personalities help children to recognise that each of them is considered important.

Communication, language and literacy

66. A high priority is given to promoting good communication in the nursery and Reception classes. All children benefit from skilful individual support and staff encouragement. Activities such as role-playing the story of the three bears with an adult joining in are carefully planned to enhance children's language skills. The good quality teaching and skilful support from learning support and classroom assistants, ensures all adults ask questions sensitively and use thoughtful responses to promote children's confidence. Role-play is given a high priority in both the nursery and the Reception classes to develop oral skills fully, for instance, telephone play or playing in an imaginary farm shop or baby clinic are popular activities with the children. They also enjoy hearing their own-recorded conversation. Children are encouraged to talk about events in their lives, but they use only simple sentences. In the nursery, they listen well to adults and follow instructions carefully.

67. Children make a start to reading and writing in the nursery. They enjoy stories and rhymes and learn that print carries meaning. The nursery recently participated in the school's successful 'Book Week' and the children dressed up as characters from fairy stories. The children recognise their own name and they are encouraged to read it at every opportunity. Writing skills are carefully developed in the nursery, and children have ample opportunity to 'mark make' in the writing corner or to take home a laptop computer to practise word recognition and building. In the Reception

classes, good teaching helps to promote literacy skills, and most children recognise frequent words in their reading books. They talk about their favourite parts of the story in books they know. In the Reception classes, children have many opportunities to express themselves on paper and they are encouraged to write simple sentences. The nursery children take home Edward or Lucy Bear and parents help them to compile a diary of the weekend events. The class post office gives the children an opportunity to write simple letters and cards. Some copy alphabetical letters, some write over the teacher's script and others write in freely. They eagerly make marks on paper and assemble little books. Reception children build on the skills they developed in the nursery and they copy sentences under the teachers' writing while the most able write simple sentences of their own. They are developing reasonable pencil control. Elements of the National Literacy Strategy are used well by teachers in the Reception classes. A good understanding of letter sounds is developed through effective word, sentence and story work. Most children can name sounds in words they use frequently and recognise the names of key characters in familiar books. The learning opportunities are further enhanced by visits from authors and storytellers. By the time the children move to Year 1, many children will meet the expectations for this age group in communication, but in literacy a few do not meet the early learning goals for the Foundation Stage.

Mathematical development

68. The good teaching and provision is successfully promoting children's mathematical development. When they first start school, they have very little idea of number. Regular sorting activities, number games and counting using a number line are successful strategies for promoting children's learning. The staff plan number games for the outside area, for instance throwing five bean bags into hoops to reinforce counting to five. In the Reception classes, providing elements of the National Numeracy Strategy extends mathematical vocabulary and understanding. In the nursery, most children recognise and count numbers to five and some count to 10. They are learning appropriate mathematical language as they sort groups of shapes into colours. Children are familiar with some two-dimensional shapes and they recognise and name, for example, circle, square and triangle. There are opportunities for children to learn sorting and matching skills through the use of puzzles and games. They are familiar with pattern making and can make sequence patterns. Children know a range of counting rhymes and songs that enhance their mathematical learning. In the Reception classes, children add two numbers together to 10, order the largest to the smallest, and correctly make sets of a stated number. This work is extended to reliably counting to 20 and beyond. Children record their answers carefully. Most learn well and they attain appropriate standards for their age group. They are beginning to understand simple addition and subtraction operations. They have a growing awareness of distances, which is positively reinforced by working with a Roamer. By the time the children move to Year 1, most will attain the early learning goals for this age group and this will give them a good headstart for mathematical work in Key stage 1.

Knowledge and Understanding of the World

69. Children enter the nursery with a very limited general knowledge. Both the nursery and Reception classes provide a stimulating environment for learning. A wide range of indoor and outdoor activities is available to exploit children's natural curiosity and enthusiasm. The school is particularly interested in gardening and, right from the start, children enjoy planting a variety of seeds, watering plants and searching for insects under logs. They enjoy watching the bird table and seeing evidence of growth in plants. Members of staff have imaginative ideas to stimulate the children; for instance there is a small herb garden to encourage the children to enjoy smelling different plants. A 'windy weather' box contains a range of resources for play on windy days. In the Reception classes, children are being successfully introduced to science, for example, investigating different objects to explore floating and sinking. Older pupils willingly help the youngest children with pond dipping in the school grounds. The local park is another source of natural observation. The school includes visits to places of interest in its plans, for instance, visiting another local school to share a musical production. Children make models and use simple tools. They listen to taped animal noises and try to match the sound to a picture. They regularly use a

computer and have a developing confidence in keyboard skills. Many of the children achieve well and attain good standards in their computer work. The good teaching in the nursery and Reception classes is effectively promoting children's knowledge of the world. Children learn about caring for babies and, in this way, they are developing a wider understanding of responsibility. All children begin to gain an understanding of the past as they celebrate birthdays and special events, for instance in a Reception class, the children have their own time line of photographs from birth to the present time. By the time the children move to Year 1, most will meet the early learning goals for this age group. This will provide a good foundation for future work in Key Stage 1.

Creative Development

70. The nursery and Reception classes successfully promote children's creative development through good teaching. By the time children move to Year 1, they attain in line with the expectations of the early learning goals. Children have many opportunities to experiment with textures and colours, for instance in the nursery, they paint and draw freely and, when they make models, they paint these too! They observe and paint pictures of the trees and wild life. They experiment with dough and corn flour paste, and enjoy looking at their fingers when they are sticky with dough. In the Reception classes, they use prints of paintings by Monet to influence their paintings. They have access to percussion instruments and compose their own sounds. In both nursery and Reception classes they have good opportunities to paint or draw from observation. Staff support these activities effectively and extend children's language by talking about the materials and techniques used and giving the children the opportunity to respond accordingly. All the children learn songs by heart, including many with actions. They have a good sense of rhythm. They express themselves and use their imagination in role-play activities such as a baby clinic.

Physical Development

71. The outside play space provides a special haven which is used to promote learning opportunities in a number of different aspects. For instance, creative development is enhanced when painting and drawing takes place outside as well as gardening activities. The school has limited apparatus for climbing and balancing, but other physical opportunities are provided in the school hall. There was insufficient evidence in the nursery to judge attainment in physical development, as during the inspection the outside activities did not include climbing apparatus. In the Reception classes, children attain standards in line with national expectations for their age group, for instance, they run confidently and move intelligently in the space provided, and throw a ball with reasonable accuracy. They make good use of the outside area each day. Staff successfully develop their confidence effectively and teach them to be independent when they change their clothes for a lesson. Children gain increasing control of tools such as scissors, paintbrushes and glue spatulas. Reception class children show increasing dexterity and control in drawing and writing.

ENGLISH

72. Standards in English have steadily improved over time since the previous inspection, despite a dip in last year's exam results. However, they are below the results from the previous inspection report, which reflected a very able group of pupils. Results in the 2001 national tests show that standards attained by 11-year-olds were just below the national average but in line with similar schools. This is a dip from previous years, mainly due to a large number of pupils with special educational needs and the fact that it was a particularly turbulent year for this group of pupils. The proportion of pupils attaining the higher Level 5 in English has risen and boys are achieving better results. Standards attained by seven-year-olds in National Curriculum tests last year were just above national averages, and also show a steady increase year on year. All pupils, including those with special educational needs, make good progress in both key stages.

73. The findings of the inspection now confirm that the attainment of 11 year olds in English is satisfactory overall but that there are more pupils who are achieving at the higher levels of

attainment. Since the previous inspection, attainment in speaking and listening has remained the same. Whilst listening is consistently good and reflects pupils' good behaviour, speaking for some pupils, boys in particular, is only satisfactory. Several pupils, despite many opportunities given by teachers to encourage their speaking, still find it difficult to speak coherently or use a wide vocabulary.

74. Pupils' attainment in reading has improved since the last inspection, and is at the standard expected for pupils of this age, with a larger and significant proportion of pupils able to read to a higher than expected standard. Whilst standards in the content of writing remain satisfactory, spelling throughout both key stages is weak, and many pupils of all ages have difficulty in spelling even the simplest of words. For example, a group of more able pupils in Year 6, still had difficulty when choosing between the spellings, 'there and their' and 'pale and pail'. This weak spelling is also reflected in pupils' writing in other subjects, such as history and religious education. Even copies of pupils' best work, displayed on walls, have careless spelling mistakes in them. Attainment in handwriting varies considerably. Whilst pupils' writing in their practice handwriting books is of a high standard, this is not transferred into their everyday writing. Presentation of work is inconsistent and often writing is untidy.

75. Attainment of pupils aged seven in speaking and listening is also satisfactory. They are very eager and willing to talk about their work and what they are doing, but are not always able to express themselves clearly and succinctly. This eagerness was seen in a very good Year 2 science lesson where pupils expressed themselves with great excitement when learning about slugs and worms. Younger pupils' attainment in reading has also remained similar to standards found in the last inspection, and is that expected for pupils of this age. As with Key Stage 2, the standards of written work are satisfactory but many pupils have difficulties with spelling. Learning support assistants work hard with lower ability pupils, playing games with them to support their learning of phonics to help their spellings.

76. The school has correctly identified writing as a focus for school development, and strategies to improve writing are starting to have a more positive effect. Overall, the slow but steady rise in standards is due to a number of factors including good management of the subject, some good teaching and, in particular, effective support for the lower attaining pupils, with additional literacy support, and early learning support. The school's approach to setting targets based on pupils' prior attainment, particularly in Key Stage 1, also has a positive effect on raising standards of attainment. The school's analysis of pupils' results shows that all pupils make good progress in English throughout the school.

77. On entry to the school, pupils have lower than expected speaking and listening skills. By the age of seven, pupils make good progress and are encouraged to develop their speaking and listening skills throughout all subjects, not just in English. For example, in a Year 2 music lesson pupils showed good listening skills when listening to each other's compositions on tuned and untuned percussion instruments.

78. By the age of 11, pupils of all abilities continue to make good progress and the majority achieves average standards. The oral part of the literacy hour is encouraged and put to particularly good effect to encourage pupils' speaking and listening skills. When pupils discuss their reading habits, they express very clear preferences and strong opinions about their likes and dislikes, and show a perceptive intuition about the moral stance a particular story takes, for example, a pupil in Year 6 was able to identify very well both sides of the moral dilemmas faced in the text 'Friend or Foe'. Drama and role-play are effectively used as a tool to extend pupils' speaking and listening skills. A good example of this is the chance for older pupils to be involved in the pantomime. Pupils across the school usually work with concentration, and question others' ideas respectfully and responsibly; for example, when there was a discussion in Year 1 about 'The Gruffalo' they were provided with a range of opportunities to talk in different contexts and purposes. Progress in listening throughout the school is good, but only satisfactory progress is made in speaking.

79. Pupils throughout the school enjoy reading and make good progress in developing their skills. By the time they are seven, the majority of pupils achieve standards in reading which are

expected for pupils of this age, although there is a small but significant number of pupils whose attainment in reading is weak. By the time they are 11, the majority achieve standards that are at least in line with what is expected for pupils of this age, and several pupils in Year 6 are on track to achieve above average reading standards. Pupils' achievement is good because teachers provide frequent opportunities for them to practise their skills in literacy lessons. Texts chosen for whole-class reading lessons are very accurately matched to different age groups and abilities. Even the pupils with special educational needs cope with most texts because they have good support from classroom assistants. Both fiction and non-fiction books are used in whole-class and guided reading sessions. Pupils are able to use the library and many benefit from this. Pupils are willing to express opinions about their favourite authors and poets. They enjoy popular fiction authors, for example, in Year 3 they are looking in depth at the author Dick King Smith. Some older pupils are confident in tackling more complex texts, for example in Year 6 for guided reading one group of pupils is studying the text 'Blitz'. Guided group reading is planned each day, and is used well to support pupils in reaching their reading targets. In a Year 5 lesson, a support assistant especially trained in literacy successfully supported less able pupils. This good support really helps to improve the progress they make in reading. Nearly all pupils enjoy reading for pleasure, and there is a lot of enthusiasm in lessons for reading as pupils and teachers explore texts together.

80. Pupils are beginning to apply the skills they are developing in literacy across the curriculum, when they write for a range of audiences and purposes. However, despite having regular spellings to learn and being tested on them in school, pupils do not then apply their knowledge to their writing, and spellings are frequently inaccurately written. So far, the additional literacy work and regular spelling tests have gone some way towards addressing this problem but it is too early to measure the full impact on standards.

81. Pupils write sustained stories and pay satisfactory attention to character and plot. Stories by pupils in Year 3 about being 'stuck in a hut' are limited in their use of expressive vocabulary, despite teachers' input at the beginning of the lesson to encourage the pupils' development of their vocabulary. By Year 6, pupils write more complex and grammatical sentences and a good range of punctuation is used. Good use of white boards encourages pupils' individual attempts at writing and spelling, building their confidence and independence. In some literacy sessions, pupils produce very little written work, partly due to an imbalance of pace at the beginning of the lesson where teachers talk and partly through a lack of vocabulary knowledge to sustain their writing. Teachers are well aware of this and work hard to emphasise the need for a variety of vocabulary in pupils' written work. Whilst pupils' attitudes and behaviour and personal development in English are good, the presentation of their work is frequently untidy and does not reflect their ability to write neatly.

82. The quality of teaching is good in both key stages. This is an improvement since the last inspection where teaching was judged to be good in Key Stage 1 and satisfactory in Key Stage 2. Both teaching and learning are now consistently good. The good relationships and the value and respect placed on pupils' contributions in lessons are major strengths. This inspires pupils to behave well and try hard, particularly in Year 6. Teachers have high expectations and manage pupils well. Time is used effectively in the literacy hour and very good use is made of an interesting range of resources, including ICT, to capture pupils' attention. Support staff are well informed and make a valuable contribution to the teaching of literacy. Teachers' subject knowledge is good, and lessons are planned well. Teachers explain carefully what pupils are expected to do, and assess learning well at the end of the lessons. In lessons where teachers use the opportunity to model aspects of writing, pupils make significant gains. For example, in a lesson for pupils in Year 5 where they were learning how to write a letter about 'granny's glasses', the teacher was able to inspire pupils to give good answers to questions, and to make their letter writing interesting. Consequently, the pupils were clear about expectations and knew exactly what needed to be done. They settled quickly to the task and produced good letters. Teaching is less effective when pace slackens and too much time is spent instructing and explaining. When this happens, insufficient time is left for pupils to complete tasks during the independent session of the lesson and as a result progress is limited. The contribution that the subject makes to pupils' spiritual, moral, social and cultural development is satisfactory.

MATHEMATICS

83. Pupils in Year 2 attain standards above the national average in numeracy and other areas of mathematics. This judgement is based on the results of the 2001 national tests and the standards of work seen in the current Year 2 classes. Test results since 1999 have shown standards to be consistently above those expected nationally, as the school has successfully kept ahead of the upward national trend. The successful introduction of the National Numeracy Strategy and the predominantly good teaching seen in Years 1 and 2 are having a positive impact on the standards achieved by pupils of all abilities.

84. Although the 2001 test results for pupils in Year 6 were disappointing, the pupils currently in Year 6 are attaining standards similar to those found nationally. The main reason for the less than satisfactory results in 2001 was the disruption caused to the pupils' education by the unfortunate and unavoidable staffing problems encountered in that particular year. This problem has been completely resolved and the teaching of mathematics is now of a consistently high quality. The setting of pupils in four ability groups across Years 5 and 6, the successful implementation of the numeracy strategy and the good teaching seen during the inspection are proving to be instrumental in raising standards for pupils of all abilities. More able pupils in Year 6 are making tremendous progress, due to the excellent teaching they receive and the lunchtime extension club that inspires and motivates them to achieve very high standards that are well above those expected nationally.

85. Pupils with special educational needs make good progress towards the targets set for them as they move through the school. This is due to the good support they receive in class from their teachers and learning support assistants, and the careful planning which takes the needs of all pupils into account. Those pupils with English as an additional language also make good progress as they move through the school. Indeed, many of these pupils are to be found among the higher attainers in mathematics.

86. At the end of Year 2, pupils understand the language of number, have a good knowledge of place value to at least 100 and can quickly recall addition and subtraction facts to 20. More able pupils are confident in handling numbers to 1000 and are able to put a set of numbers, including negative numbers, in order. Pupils know the names, and some of the properties such as the number of sides and corners, of two-dimensional shapes. They solve shopping problems to a pound with more able pupils accurately working to twenty pounds or more. Pupils successfully round up and down to the nearest 10 and know that a number with a 5 at the end is rounded up to the 10 above. They recognise fractions such a half and a quarter and use this knowledge in practical situations. By the end of Year 6, pupils have progressed to having a good understanding of place value, including numbers with two or more decimal places and more able pupils are confidently working with numbers to over a million. Pupils accurately add, subtract, multiply and divide two and three digit numbers with the majority able to work to two decimal places. They find the perimeter of simple and composite shapes and then the area using the correct formula. Graphs are accurately drawn and pupils are able to interpret them, giving clear reasons for the conclusions they draw. Higher ability pupils use all four quadrants when plotting coordinates and have a good understanding of data handling, using terms such as 'mean', 'median' and 'range' correctly. The depth of coverage in Years 5 and 6 is exemplary, with pupils learning all aspects of mathematics to a level very well matched to their needs, and designed to move them on rapidly to even higher levels. Throughout the school, the amount of practical and investigational work undertaken is good and helps to teach and reinforce concepts as well as making learning more relevant and fun.

87. The quality of teaching is good overall, with some teaching being very good or excellent, and no teaching being unsatisfactory. Two-thirds of lessons seen were good or better, with nearly half of all lessons being very good or excellent. Such good quality teaching is having a very positive effect on the pupils' learning, and ensures that standards are maintained and improved. Planning is good throughout the school and is firmly based on the National Numeracy Strategy. Teachers plan lessons with due regard to the prior attainment of their pupils, and the content is carefully designed

to meet their specific needs. This was clearly seen in a Year 4 lesson about magic squares. The teacher had prepared squares with missing numbers for different groups of pupils. The squares were graded in difficulty to challenge all pupils, with the more able using larger numbers and the less able smaller ones. This resulted in all pupils being able to succeed in their work and fully understand the properties of a magic square by the end of the lesson. Teachers have good class management skills and create a calm and purposeful working atmosphere in which pupils can concentrate and learn effectively. Pupils respond well to this and behaviour in lessons is good, with pupils eager to learn and enthusiastic about the work provided for them. A good example of this was seen in an excellent Year 5/6 lesson in which pupils were challenged to find ways to make a given number. The teacher's enthusiasm was infectious and the pupils worked extremely hard to complete the tasks and find the most interesting and unusual answers they could, demonstrating their secure subject knowledge. Individual whiteboards are often used most effectively during the mental mathematics session at the start of lessons. Using these for pupils to record their answers and then show them at the same time enables the teachers to assess the understanding of all pupils and thereby set work at the correct level. Pupils with special educational needs are well catered for. The teachers plan the use of any support most carefully. Learning support assistants are included in teachers' planning and are used effectively to support individuals and groups of pupils in lessons. Their effectiveness is even greater when they are used to monitor pupils and their responses during the teacher-led parts of the lesson. Good relationships are a strong feature, with pupils being attentive to their teachers and able to work well together. Suitable homework is set regularly and is completed successfully by the vast majority of pupils.

88. Teachers and pupils use information and communication technology regularly in mathematics lessons. Both Year 6 classes have large interactive whiteboards that are used effectively to demonstrate work and explain new concepts and ideas. Older pupils, who need to check their answers, use calculators. For example, when finding areas they do not have to spend valuable learning time on calculations they already know how to do by pencil and paper methods. Pupils also have good skills in approximating answers so that they can assess if the answer from the calculator is reasonable. Computer programs are used throughout the school to add interest and to enhance learning. For instance, pupils from Year 1 onwards create graphs using data collected, and older pupils use spreadsheets to display and manipulate information.

89. A mathematics trail around the school for younger pupils, devised by the co-ordinator, has links to environmental education and is a good example of the school's imaginative approach to the subject. Since the last inspection there has been a good improvement in the mathematics provision. The quality of teaching has improved, as have standards in Year 2. Regular assessments are now firmly in place and are used to inform both short and longer term planning.

SCIENCE

90. Standards of attainment in science are in line with national expectations throughout the school. During the inspection, only two lessons were seen at Key Stage 1 so judgements were also made on the basis of previous work. Since the last inspection, standards have been maintained in science across the school and investigational work has been greatly improved. Teachers' planning has improved significantly and a full science curriculum is now taught consistently. Although results in the National Curriculum tests for 2001 were below average, this was likely to be because of poor quality teaching from temporary teachers during staff long-term absence.

91. The standards observed during the inspection in lessons and pupils' books suggest that pupils are on course to attain at least average results. All pupils achieve well, as they start school with little understanding of science. There is no evidence of any groups missing out. In Year 2, pupils investigate different animals and their habitats. They know that animals such as worms or slugs cannot survive in the wrong habitat, and they suggest suitable places for them to live. They draw pictures of the animals they studied, and show where they can be found. In Year 1, pupils looked at different kinds of seeds and then planted them in different environments to see where they

grow best.

92. Year 6 pupils looked at the effects of reflection on a beam of light, as a follow up to a lesson where they considered the route of light to their eyes. The more able pupils in the group were then set the challenge to design a periscope. In Year 5, the pupils were investigating the effect of the length of a column of air on the pitch of a note; in Year 4, the pupils had undertaken an investigation into the effect of friction on the force needed to move an object. They could talk about a fair test and were able to set up their own experiments using appropriate equipment. One group decided it was necessary to repeat the experiment several times to ensure the results were accurate. This demonstrates clearly their understanding of scientific method and content. Mathematics, English and ICT are used effectively in science, although the quality of some aspects of writing, particularly handwriting and spelling, are inconsistent.

93. Pupils start school with attainment that is below average, and by the age of seven their rate of progress is good and they have average attainment. They are able to draw simple electrical circuits, predict what those circuits will do and then construct the circuits. For pupils aged up to 11, learning was good in the lessons seen and satisfactory overall. Pupils in Year 6 had measured plant growth and drawn tables and graphs using data they had collected. Pupils in Year 5 had looked at the effect of exercise on muscles, making predictions and drawing graphs from the data. Pupils with special educational needs are well supported in classes, and make similar progress to their peers. Together with the pupils who are learning English as an additional language, they benefit from having work specially prepared for them when they are at risk of falling behind their peers. There is strong evidence that good use is made of the Internet to develop pupils' research skills, to look at microscope images and to draw graphs. The library is appropriately resourced to support pupils undertaking scientific research.

94. On the whole, pupils enjoy the subject and sustain their concentration. They respond well to their teachers, and are keen to answer questions and discuss scientific issues. Most listen well to each other and co-operate on tasks. Boys and girls work together well, and behaviour is generally good. However, a small proportion of boys had some attitude problems to working in school. In one lesson, a group of higher attaining pupils made it clear that they did not see the reason for learning science and consequently they did not apply themselves constructively to their work. In the best lessons, pupils were fascinated to have the opportunity to undertake first hand observations and investigations. In one case, where the teacher had brought a range of small animals into the class, the pupils were astonished as she showed them. The presentation of work is inconsistent. Some pupils present their work tidily with carefully drawn diagrams; others do not take a pride in their work and their handwriting is untidy with some spelling errors.

95. The quality of teaching at Key Stage 1 is good or very good. At Key Stage 2, the teaching was satisfactory overall with one good and one very good lesson. Where the teaching was good or very good, this was because the lesson had a good pace and the pupils were able to maintain interest. The teachers know their pupils well and they have good relationships and good communication skills. They plan their work appropriately, assess their pupils' work appropriately and give good feedback both in terms of spoken comments and marking. Where teaching was only satisfactory, the teachers had made writing the main activity of the lesson, rather than one means of recording interesting experiments. The quality of pupils' work is assessed, both by National Curriculum tests and school tests at the end of units of work. The information that is gathered is used to target teaching and plan future work.

96. The National Curriculum requirements for science are fully covered, but the curriculum goes beyond the norm in terms of effective use of investigative learning. The accommodation is adequate for delivery of the subject. Very good use is made of the grounds and local environment. Resources for the subject are good, and there is an appropriate budget for the subject, which is controlled by the teacher who is responsible for the subject.

ART AND DESIGN

97. Standards in art are in line with expectation, both for pupils who are seven years old and

for pupils who are 11 years old. The standard of art was good at Key Stage 1 in the last inspection but since then more time has been allocated to English and mathematics, which led to less time for art.

98. Younger pupils learn to mix colours and know what to expect when they add more black or white to a colour. They draw plants and objects from observation related to science and history topics, looking carefully at shapes and light and dark. They are enthusiastic about the subject and concentrate well, making small changes to improve. In one lesson a Year 2 pupil said, "If it doesn't look exactly right, you are one step nearer to getting it right" which shows a positive understanding of the process of designing. They make three-dimensional masks related to work on portraits, having closely observed features and styles of different artists. Older pupils make collages of Rousseau's tiger using textiles and collage, choosing materials for texture and colour. Year 6 pupils write imaginatively about the Titian picture of Bacchus and Ariadne, imagining sounds and describing details and colours. They develop pattern work and printing through their studies of Roman mosaics and William Morris designs and show patience in waiting for colours to dry before over-printing. In discussions pupils felt they would like to improve their art skills but lessons were less frequent than they would like. As a result, their drawings and paintings of people are sometimes immature and rarely include limbs and features in detail. All pupils, including those with special educational needs and those who are learning English as an additional language achieve well and make appropriate progress.

99. The curriculum is broad, covering a wide range of media such as paints, clay and pastels, and linking developing skills and knowledge to subjects such as history and science. Pupils often make observational drawings of artefacts such as a Year 1 study of how household items have changed. Some pupils begin to show an understanding of light and dark. Teachers take opportunities to use events in the school to develop natural sculpture. When a tree was uprooted this was used as a starting point for using leaves and flowers to develop individual sculptures, and pupils learned techniques for joining and displaying their work. Work in religious education in Year 6 about the Madonna and Child is well developed in pastels, with many pupils achieving a high level of success. Many portraits show emotion and sensitivity to the subject as well as skills in blending colours. Although there are examples of art from other cultures, insufficient use is made of the pupils' own cultures to enrich the curriculum and give all pupils a broader understanding of art from around the world. Very few pupils use sketchbooks to develop their ideas but where they are used they contain limited work. Pupils do not use them to develop their ideas about colour or texture or different materials, but to draw particular items in pencil and produce finished pieces. ICT has been used effectively to develop work on pattern making and reflections.

100. There were few opportunities to see art taught during the week of the inspection, and judgements have been made on displays and samples of work seen. However, the lesson given by the co-ordinator illustrates real depth of knowledge of the subject and understanding of the way in which it can enrich pupils' lives. Pupils became silent with wonder as they entered the room and saw that real fish and crabs were the topic for their art lesson. They were encouraged to use all their senses and talked confidently about colour, tone, texture and smell when discussing their work. The leadership of the subject has been effective in developing teachers' skills and confidence in subject and the quality of the displays shows the value given to pupils' work. The co-ordinator's role has developed to include observing and supporting teachers in class and looking at pupils' records for progress. Samples of work are kept but the work is not clearly labelled with the skills and knowledge gained from each task. This is a missed opportunity to reinforce teachers' understanding of the subject.

DESIGN AND TECHNOLOGY

101. Standards in design and technology are in line with national expectations across the school. By the age of seven, pupils have made models using a range of materials including construction kits, textiles and card. They make puppets using felt and thread, and moving models with articulated joints. By the age of 11, they use simple cam mechanisms to make working toys. They confidently complete the cycle of design, make and evaluate, and have looked at the

construction of ready-made products such as torches. They have also had the opportunity to work in a range of materials including wood and textiles. They have had the opportunity to control models, both with electrical circuits and via a computer. Pupils achieve well throughout the school. This means they have made good progress, as most start school with very few skills. Since the last inspection, the school has made satisfactory progress by maintaining standards, and has effectively broadened the curriculum to include computer control. The pupils learn well in design and technology lessons and make good progress across the school. This was shown not only in the lessons, but also in work in books and on display. Pupils plan things to make, and use labelled diagrams and lists of materials. They construct and decorate their models, and evaluate them with suggestions for improvements. They look at the construction of existing products such as torches, and use these to make their own designs. They work with a range of materials, including paper and card, wood, clay and textiles. Pupils evaluate designs made in previous lessons, looking not only at their own constructions but also considering health and safety issues.

102. Pupils with special educational needs and those who are learning English as an additional language are well supported in most lessons, and they make similar progress to their peers because work is specially prepared for them where it is necessary. There was one lesson where no support was available and pupils disrupted the activities. There is evidence that computers are used to help develop pupils' design skills. The library is appropriately resourced for pupils to occasionally undertake research.

103. Only one lesson was seen in design and technology at Key Stage 1, where the teaching was satisfactory. The teachers' planning for the subject is good and they have appropriate assessment procedures. Much of the teaching is linked to other subjects such as English and geography. The quality of teaching at Key Stage 2 is good. Teachers know their pupils well and manage them effectively. They successfully build on previous work. Older pupils had the opportunity to work at a more challenging level, by constructing models using electrical mechanisms or controlled by computers. However, pupils' progress in developing skills is hindered by the shortage of time, which is available for the subject.

104. Pupils enjoy their work, and good behaviour was sustained and interest levels maintained. Pupils talk with interest about the models they make, and they readily suggest improvements. The resources for the subject are good, and a budget is available to replace consumable items when needed. However, there is limited space in some classes; this makes it difficult for some activities to be effectively undertaken with a whole class at once. The facilities for working with food are limited.

GEOGRAPHY

105. By the end of Year 6, the standards in geography are in line with national expectations. There was insufficient evidence to judge pupils' attainment in Year 2. The Key Stage 2 standards have improved since the previous inspection when standards were lower for older pupils. This is the result of the improvement in the role of the teacher who takes overall responsibility for monitoring the subject. Younger pupils begin to understand simple maps and plans by drawing maps of the Isle of Struay from their literacy lessons. They relate keys in maps to icons in ICT, and begin to understand how to represent features on the island. They begin to understand some of the similarities and differences between countries and continents, but limited evidence appears to show insufficient recording using geographical skills and language. For instance, work on Africa in Year 2 shows a limited knowledge of the wide differences in the continent between rich and poor. Pupils' writing relates more to social differences than to climate or physical features such as deserts and mountains. Older pupils learn about varieties of rocks and how they are formed. They know that mountains affect climate and how people live. Using maps, they plot coordinates to locate particular buildings or features of an area and they make models using polystyrene tiles to build hills to show contour lines and how they work. They debate the good and bad effects of tourism in areas of natural beauty, and begin to develop an understanding of some of the moral issues involved, for instance, because we enjoy walking in certain areas does that make it our right.

106. The quality of teaching for younger pupils cannot be judged, as there is insufficient evidence. A Year 1 lesson provided good opportunities for pupils to use the local environment to study traffic around the school. The teacher planned good links with the mathematics curriculum, and pupils used tallying to draw pictograms using computer programs. The quality of teaching for older pupils is satisfactory overall. Teachers make good use of resources and support staff to enable all pupils to join in fully. Pupils with special educational needs are well supported. However, sometimes pupils with English as an additional language work with lower ability pupils and adult support but this does not always match their higher ability and can restrict their learning. Sometimes there is insufficient emphasis on presenting written work neatly and using correct spellings. Teachers do not always correct geographical vocabulary and common words that occur frequently in pupils' writing. The curriculum has developed since the previous inspection, providing pupils with a broad understanding of the subject. The published scheme provides teachers with support in their lesson planning and helps pupils to build step by step on their skills and knowledge. Year 6 pupils felt that more interesting and practical activities had been introduced, making geography a more interesting subject. The scheme is developing to match the school's requirements, but there is insufficient recognition of the cultures of all pupils within the chosen topics. Leadership of the subject has been effective in raising standards for older pupils and is developing a more focused approach for younger pupils on the subjects' skills and knowledge. Samples of work collected, while showing the levels of attainment in topics, are not labelled to show the skills and knowledge that were covered. This is a missed opportunity to reinforce geographical skills and knowledge for class teachers. Resources are satisfactory, and good use is made of the local environment to support the pupils' learning. Pupils' visits to local shopping areas and use of local maps gives them a greater knowledge of where they live. Teachers use information technology effectively for research and to develop pupils' data handling skills in the form of graphs and charts.

HISTORY

107. Standards in history are in line with expectations for pupils who are seven and 11 years old. This is because the quality of teaching overall is satisfactory for all pupils. Younger pupils have a sound knowledge of the passing of time. They are aware of the changes that have occurred in their own lives and observe how household items such as irons and hot water bottles have changed since the Victorian period. They learn about how holidays have changed, and use clues to find out about artefacts. By studying the life of a famous person such as Florence Nightingale, they begin to understand how someone can change people's lives in the future through their actions. Older pupils research using a range of primary sources such as census forms from 1901 and maps from the appropriate period in history. They study the Roman and Ancient Greek periods of history and visit the British Museum to see artefacts from the early Egyptian period. They are interested in the subject and talk enthusiastically, but the quality of their written work does not reflect the experiences they have. Written work about a museum visit is often a chronological report of their day including lunch and the journey, but does not always reflect the history that they have learned. However, pupils' enthusiasm means they often contribute to lessons with information they have found at home. All pupils, including those with special educational needs and those who are learning English as an additional language, achieve well and make appropriate progress.

108. The quality of teaching is satisfactory overall, though sometimes it is good. Teachers provide a wide range of resources to help all pupils to understand the subject. They invite visitors such as local historians to help pupils understand the changes that have occurred in their local area. Pupils in Year 5 were able to identify changes in employment over time from maps that showed farms and orchards near the High Street. Often work is planned to meet the different abilities of the pupils, but sometimes pupils with English as an additional language work with lower ability pupils who are unable to help them with activities. These often provide poorer models of spoken English and sometimes behaviour.

109. The curriculum is based on Qualifications and Curriculum Authority; a commercial scheme is used as an additional resource. The school is beginning to adapt this effectively to meet its needs. However, it currently does not include sufficient opportunities to develop history of

cultures of all the pupils. Samples of pupils' work show the different levels of attainment. However, these are not clearly labelled to show the particular skills and knowledge that are used to produce them. This is a missed opportunity to develop teachers' knowledge of the skills they are developing in history. It is reflected in the pupils' written work, where skills and knowledge are frequently under-emphasised.

110. Improvement has been satisfactory since the previous inspection, as a result of improved resources and the use of the local area. Pupils and teachers use information technology effectively to develop research skills such as looking for information on the Internet before out of school visits.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Attainment in information and communication technology (ICT) is as expected nationally for pupils at the end of Year 2, and above that expected by the end of Year 6. This is an improvement since the last inspection in 1997 when standards were in line with national figures. Since then, national expectations in ICT have risen considerably and the school has made many very good improvements to enable its pupils to exceed the standards found in other schools by the time they leave. For example the development of the computer suite, giving pupils regular access to good quality machines, has improved the rate of learning as all pupils can learn new skills simultaneously and not have to wait for their turn. The provision has also been much improved by the purchase of many good quality resources such as laptop computers, digital cameras, microscopes and interesting educational software. Teachers are skilled in ICT, due to the high quality training regularly provided by the co-ordinator. Their confidence has been a major factor in helping pupils to learn effectively. All aspects of ICT are thoroughly taught over time and pupils throughout the school achieve well and make good progress. The school also has Internet access for pupils to use in research work and to communicate electronically with each other.

112. ICT makes a good contribution to the development of literacy skills through pupils' use of word processing programs to write and present their work. However, pupils' typing skills are not as well developed as their mouse skills, and many can only enter text at a slow rate, which frustrates them and limits their output in the allocated time. The school has correctly identified this as an area for improvement in the near future. There are also many well-planned links to numeracy, including data handling and work on angles. The school has worked hard to find appropriate ICT links to all subjects, and these are used most effectively to add interest and relevance to the pupils' work. These links are also useful in ensuring that curriculum time is used efficiently. For example, at the same time as practising ICT skills such as searching the Internet, the pupils are learning useful information to help them in their studies in subjects such as history or science.

113. Pupils in Year 2 successfully use a computer for word processing and know how to change the size, style and colour of the text. In data handling they create graphs using data collected in class. For example, they asked classmates about their favourite pizza toppings and used the information to make a bar chart. Pupils confidently use the Internet and employ search engines to find out information. They program a floor robot to follow a set of instructions and understand that a right angle is a 90° turn. In science, pupils use a microscope linked to the computer to see the contents of pond water. Pupils in Year 6 have a good understanding of multimedia work, and their presentations are of a high quality. The talking books they produced for younger pupils were particularly well made and demonstrated their confidence and skill in combining text, pictures and sound. They have a good knowledge of the use and impact of ICT on their lives and in the wider world, and are very capable users of modern technology. Pupils use sensors to monitor external events. For example, in their science work they used a sound sensor to test the pitch and volume of the musical instruments they had made. In control technology they successfully write procedures for moving a screen turtle to make a specific shape such as a hexagon. Using control technology to operate other equipment is an area yet to be fully developed, although the school has firm plans to introduce this soon. Pupils with special educational needs and those with English as an additional language make the same good progress as their classmates as they are well supported and have equal access to available equipment.

114. The quality of teaching is predominantly good, with no unsatisfactory teaching seen and one lesson being excellent. Teachers have a good understanding of the subject and their own skills are well developed. This enables them to teach ICT confidently and demonstrate to pupils the correct procedures. The overhead screen in the computer suite is used very effectively in lessons to show pupils exactly what to do and introduce new skills to the class. Pupils are well managed and respond positively to the opportunities offered to them. They handle equipment with care and share it sensibly when working with a partner. Teachers use learning support assistants well to help individual pupils who need extra help in their work. Many of these assistants have good ICT skills themselves and are able to support learning effectively. Teachers plan work carefully to help pupils develop their skills in a systematic way. Pupils respond well to the good teaching, behave well in lessons and are eager to learn more. This was clearly seen in an excellent Year 6 lesson in which pupils were searching the Internet to find news items for a presentation. The buzz of excitement and the intense concentration was palpable as the pupils worked extremely hard to complete their tasks. They were very proud of their efforts and most reluctant to end the session. The use of interactive whiteboards in Year 6 by both teachers and pupils has added a new and exciting dimension to the teaching and learning in these classes. The ICT club is oversubscribed and its members are most enthusiastic. During the inspection, they were learning to use a digital camera to take pictures and to edit and manipulate them on the computer. ICT is a strength of the school due to the good standards achieved, the good teaching and the very good management.

MUSIC

115. Standards in music are in line with expectations for pupils in Year 2 and Year 6. This is a similar judgment to that of the previous inspection. Pupils really enjoy music and particularly the practical aspects of it.

116. Pupils in Years 1 and 2 learn to sing tunefully with enthusiasm and memorise a range of songs. In Year 1 they add actions to rhyming songs connected with their topic work about a little seed. In Year 2, pupils tap out simple rhythms, using untuned percussion, and listen carefully to their partners' patterns in order to copy. Pupils in Years 3 to 6 further develop skills in rhythmic patterns so that, by Year 6, they are able to follow the musical score of Kalinka, a Russian song and listen to music by Mussorgsky and identify the complex rhythmic changes in it. Pupils in Years 3 to 6 sing in harmony, and show obvious enjoyment when singing in music lessons and in assemblies. For example, in a Year 4 music lesson, pupils learnt to sing a new song very quickly and, as they left the lesson, they could be heard humming it as they went back to class. Teachers are good role models and encourage pupils to project and enjoy their voices. All pupils, including those with special educational needs and English as an additional language, are fully involved in lessons and are equally keen to join in.

117. The quality of teaching during the inspection ranged from satisfactory to very good. On occasion, teachers rely heavily on the taped music lessons in the scheme of work, and this interferes with their interaction with the pupils, so pupils become restless as the pace slows. In very good lessons teachers have very good subject knowledge, very clear expectations and support the development of pupils' musical skills well. Most teachers manage pupils well, help them to concentrate, and strive to improve their performance. There is the opportunity for older pupils in the school to learn to play the recorder, violin, cello and French horn. They perform in school assemblies which is greatly appreciated by the other pupils. There is a simple form of assessment, mainly showing units of work that have been followed.

PHYSICAL EDUCATION

118. Standards are satisfactory at Key Stage 1, and at Key Stage 2 they are good. Throughout the school, pupils undertake a wide range of activities, including gymnastics, games, dance, swimming and athletics. The school places an emphasis on dance, and this is taught effectively, both in lessons and in additional activities during the lunch hour. Pupils achieve well throughout the school and make good progress. In the last inspection, the teachers were criticised for having weak subject knowledge. This has been positively rectified and the teaching is having a direct

impact on pupils' standards. There has been a sound improvement in standards for Key stage 1 pupils, and standards have improved well for pupils aged up to 11. The school has put a lot of effort into improving the curriculum and delivery of the subject. Improved planning and the good quality of dance are especially successful.

119. Pupils make good progress throughout the school. Those who have special educational needs are well supported and there is no evidence of any pupils missing out. This means they make similar progress to their peers. In Year 2, pupils control a ball with a bat by dribbling along the floor, and were enjoying this a great deal. Pupils in a Year 6 dance lesson used a model from Greek dance. Most are learning well from this, and they participate with great enthusiasm. They work out very effective sets of steps and sequences of movements. Pupils in Year 4 enjoyed a lesson on ball skills. They learn very effectively to field, to throw over arm and catch effectively. They enjoyed this a great deal, concentrated hard and co-operated with each other well. There is clear progression of skills across the school. Pupils learn to swim In Year 6 and pupils up to the age of 11 learn athletics in the summer term. They learn a wide range of games, including football, netball, tag rugby and quick cricket. Access to these games is inclusive, with both girls and boys participating with enthusiasm. Computer technology was not used to a great extent to develop pupils' skills, but some had used the Internet to look at sports sites. The library is appropriately resourced to support the subject.

120. The teaching is good or very good at Key Stage 1. Teachers plan their lessons well, have good relationships with their pupils and are able to encourage them to participate effectively in the lessons. The teaching at Key Stage 2 is good or very good. Lesson planning is good, with appropriate activities planned to meet the ability of the class. The organisation and management of lessons is good, and this leads to pupils learning well. In the dance lessons, they learn to move effectively and to build their movements into a sequence. The school provides well for physical education, with a full range of activities. There are many events during the school year arranged to encourage participation in sports. There are matches and competitions with other local schools. Facilities on the field and playground are very good for physical education, and the hall is appropriately equipped for the subject but inadequately heated.

RELIGIOUS EDUCATION

121. By the end of both key stages, the pupils attain appropriate standards that meet the requirements of the Bexley Agreed Syllabus. This is a similar judgement to the last inspection. At Key Stage 1, pupils learn about special books and special places. Year 2 pupils understand the importance of prayer. For instance, they planned a class prayer with their teacher to thank God for new life in spring. They recognise that the Bible is a special book for Christians, and that other world faiths have books that are greatly valued. Pupils recognise Christian stories in the New Testament. They know that a church is a special building. They understand that the Bible and other holy books teach people about 'truth' and 'being good'. In the younger classes, religious education is often linked with their personal and social development. The parents recognise that this teaches their children good moral values. One example of perceptive thinking was written in response to Oscar Wilde's story of the 'Selfish Giant'. One more able pupil wrote, 'Dear Giant, we are sorry we went into your garden, but there is a reason why we went into your garden. You see, God made this world for us to share.'

122. By the age of 11, pupils have a good knowledge of Christianity and four other major world religions. They have a suitable understanding of the different beliefs. For example, most pupils understand the application of Christian values to everyday life. They understand that people worship in different ways, as they explore the principles of the Sikh faith. They know that the holy book is of particular significance in the Sikh faith. By Year 6, the pupils show a mature level of thought and reflection. For example, in considering the Jewish faith, pupils drew on their own experiences to make comparisons. For example, one girl knew that the Torah was considered too sacred to touch. All pupils understand why people pray and, at Key Stage 2, they know that people pray in different ways. They recognise that all religions have special traditions.

123. Pupils learn effectively, and they make appropriate progress at both key stages. There is no evidence of any pupils missing out, as successful support is provided for the pupils with special educational needs and those who are learning English as an additional language. As they mature, pupils successfully increase their religious understanding so that, by the time they leave the school, they are beginning to apply what they learn to everyday life, for instance, the story of Moses is linked with modern day 'Freedom fighters'. They have a sound understanding of the similarities and differences between five world religions, and they apply this knowledge to their work on agreeing the rites of passage and in discussing the impact of maturity. The pupils are developing a good understanding of the different practices within Christianity. They have good attitudes and, at Key Stage 2 in an excellent lesson, their attitudes were exemplary. In this lesson, pupils were enthusiastic and when they examined Bar Mitzvah cards they handled them with total respect. Throughout the school, pupils generally respond well in all lessons. However, there are a minority who show disrespect when religious values are discussed. These pupils have negative attitudes towards cultural diversity. Most pupils discuss their feelings and ask sensible questions. They think carefully about important issues. However, pupils' written work is often hurried and untidy with frequent spelling errors.

124. The quality of the teaching varies throughout the school. During the inspection, half of the lessons were good and the rest were satisfactory. There was one excellent lesson. This is an improvement since the previous inspection. In 1997, teachers were criticised for not giving pupils opportunities to learn 'from' religion, as well as 'about' religion. This has been rectified, and planning now fully reflects the locally agreed syllabus. Teachers' confidence varies. At Key Stage 2, where pupils are expected to cover Christianity and four other world faiths, their knowledge is often insecure. Teachers have a secure understanding of their own faith and beliefs. However, although teachers prepare their lessons thoroughly, often searching the Internet for information, their basic understanding of the main beliefs and the teachings of four other world faiths is patchy. This is clearly apparent when pupils ask difficult questions. Despite this weakness, the willingness of teachers to develop their own understanding is of benefit to pupils. The excellent lesson is a good example of this. The teacher had successfully researched the principles of the Jewish faith. Secure subject knowledge and an objective approach to developing pupils' skills of enquiry ensured the class was learning effectively. Pupils were enthralled to be able to look at a Torah and other Bar Mitzvah and Bat Mitzvah cards. The school arranges visits to a local church, and the vicar talks to pupils in assembly. However, there are no visits to other places of worship.