

# INSPECTION REPORT

## **BEDONWELL JUNIOR SCHOOL**

Belvedere

LEA area: Bexley

Unique reference number: 101420

Headteacher: Ivor Gordo

Reporting inspector: David Tytler  
8990

Dates of inspection: 21<sup>st</sup> – 25<sup>th</sup> January 2002

Inspection number: 194890

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior School

School category: Community

Age range of pupils: 7 to 11 years

Gender of pupils: Mixed

School address: Bedonwell Road  
Belvedere  
Kent

Postcode: DA17 5PF

Telephone number: 020 8310 4174

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Margaret Gostelow

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8990	David Tytler	<i>Registered inspector</i>		What kind of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13807	Christine Haggerty	<i>Lay inspector</i>		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
12764	Wendy Thomas	<i>Team inspector</i>	English as an additional language; English; Music.	How good are the curricular and other opportunities offered to pupils?
11901	Pat Lowe	<i>Team inspector</i>	Equal opportunities; Mathematics; Information and communication technology.	
20063	Gerry Slamon	<i>Team inspector</i>	Special educational needs; Science; Physical education; Religious education.	Personal development, including spiritual, social and cultural development.
16773	Raminder Arora	<i>Team inspector</i>	Art; Design technology; Geography; History.	

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## REPORT CONTENTS

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>5</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>7</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>8</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>10</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>12</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>13</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>20</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Bedonwell Junior School is a large school with 483 pupils aged seven to eleven, taught in 16 classes. There are more girls than boys in Years 3 and 6 and more boys than girls in Year 5. Whilst pupils in the school are predominantly white there is a mix of pupils from a wide range of ethnic backgrounds. There are three refugees, who are supported by extra funding, and the percentage of pupils speaking English as an additional language is higher than in most schools. The percentage of pupils identified as having special needs, including those with statements of special need, is below the national average, as is the proportion known to be eligible for free school meals. The school is finding it difficult to recruit suitably qualified teachers. The attainment of pupils on entry to the school in Year 3 matches that expected nationally for children of their age.

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

Bedonwell Junior School provides a sound standard of education for all its pupils and has many good features. It is highly regarded by parents, who support the school in a variety of ways and make an important contribution to their children's education. The school is well led by the headteacher, who is ably supported by the deputy. Whilst the school is experiencing difficulty in recruiting suitably qualified permanent staff, the quality of teaching is good, enabling pupils to make sound gains in their learning and good progress in their personal development. The expenditure per pupil is relatively low. When account is taken of all these factors, the school provides good value for money.

### **WHAT THE SCHOOL DOES WELL**

- The partnership with parents is a strength of the school, making an important contribution to the quality of education provided.
- Teaching is good and enables pupils to make fast progress in lessons.
- There is good provision for pupils with special needs, and the skilled learning assistants and have a significant impact on the progress of individual pupils.
- The school is well led and managed and focuses on the need to raise standards.
- A high level of care ensures that all pupils are able to take advantage of the wide range of learning opportunities available.
- Personal development is good. Pupils' moral development is very good.
- Pupils enjoy coming to school. They have positive attitudes to their work and behave well.

### **WHAT COULD BE IMPROVED**

- Standards, particularly for the more able pupils in English and science.
- Investigations in science and opportunities for extended writing.
- The balance of the curriculum.
- The recruitment of permanent suitably qualified teachers.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. It has successfully addressed the two key issues: to improve curricular planning and to standardise the systems of assessment. Assessment information now needs to be used more specifically to meet the individual needs of pupils. There has also been a significant improvement in teaching, despite the school's difficulties in recruiting full-time suitably qualified teachers.

## STANDARDS

The table below 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				<b>Key</b> <i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	C	C	D	
Mathematics	B	C	C	D	
Science	D	D	D	E	

As the table shows, results in last year's tests for 11-year-olds in English and mathematics matched the national average. Results in science were below. When compared with those of similar schools, results were below in English and mathematics and well below in science. Evidence gathered during the inspection showed that current standards are similar to the test results. Standards in all other subjects, except music, match national expectations. Standards in religious education exceed the expectations of the locally agreed syllabus. Over the five years up to 2001 standards in English have risen slightly and have been broadly in line with national results since 1999. In mathematics, results have been maintained since 1997 and have been close to the national figures since 2000. Results in science have risen since 1997 but have remained below the national average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Positive. Pupils enjoy coming to school and try hard to do well.
Behaviour, in and out of classrooms	Good. Pupils respond well to the good behaviour management skills of teachers.
Personal development and relationships	Good. Pupils have good working relationships with teachers and get on well together.
Attendance	Good, though some pupils are regularly late to school.

## TEACHING AND LEARNING

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

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



Teaching across the school is good, and there were some examples of very good teaching all year groups and most subjects. As a result, pupils make good progress in lessons. Staff changes in recent years have affected progress over time, but it is satisfactory. One lesson was outstanding and there was one poor lesson. The teaching of English is satisfactory. Teaching in mathematics is good. The good and very good teaching is underpinned by high expectations of what pupils can achieve and builds on what pupils already know and can do.

In lessons otherwise judged to be satisfactory, teachers did not plan for the needs of the more able pupils, who did not make the progress of which they were capable. In the poor lesson, the lack of behaviour management skills led to unacceptable behaviour which prevented learning by all pupils in the class. The basic skills of literacy and numeracy are taught well and as a result pupils have good knowledge and understanding. Pupils with special need benefit from the very high quality teaching of the special needs' teachers and targeted support from skilled classroom assistants. Support for those pupils with English as an additional language is satisfactory and they make satisfactory progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A significant amount of time is spent on English and mathematics, and as a result too little time is spent on information and communication technology, design technology, art, history, geography and music.
Provision for pupils with special educational needs	Good. Targets for learning and behaviour are precise and enable teachers and support staff to track pupils' progress. Pupils make satisfactory progress.
Provision for pupils with English as an additional language	Satisfactory. Pupils make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Their moral development is very good, their spiritual, social and cultural development good.
How well the school cares for its pupils	Good. There are very good procedures for monitoring and promoting good behaviour, which are well understood by pupils. Arrangements for gathering information on what pupils know and can do are satisfactory. The information could be used more precisely to cater for individual needs.
How well does the school work in partnership with parents?	The very effective partnership with parents makes a significant contribution to the quality of education the school provides.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's determined leadership ensures a clear educational direction for the school, aimed at raising standards. He is given particularly valuable support by the deputy. Other senior staff carry out their duties diligently and effectively. The appointment of a large number of temporary overseas staff, however, means that not all subjects can be covered by full-time co-ordinators.
How well the governors fulfil their responsibilities	Well. The governors have a clear understanding of the strengths and weaknesses of the school and play an important role in shaping its future direction.
The school's evaluation of its performance	The headteacher and senior staff, particularly the deputy, monitor the quality of teaching and learning in the classroom, and this has led to an improvement in teaching despite the staffing difficulties. Other aspects of the school's work are regularly monitored and evaluated by the senior management team and governors, and adjustments are made.
The strategic use of resources	The school makes satisfactory use of all the resources available to it, although the ICT suite could be better used. It makes good use of the skilled classroom assistants to support the learning of individual pupils. The school applies the principles of best value in all aspects of its work.

Whilst there are sufficient teachers, the school is unable to recruit suitably qualified full-time teachers and has four staff from overseas. As a result, senior staff have had to assume additional responsibilities in co-ordinating subjects and in supporting the national literacy and numeracy strategies. The accommodation is satisfactory, as are resources for teaching the National Curriculum and religious education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children are expected to work hard and achieve their best.</li> <li>• The good teaching.</li> <li>• Their children like school.</li> <li>• They feel at ease when raising concerns with the school.</li> <li>• The good leadership and management.</li> <li>• The progress their children make.</li> <li>• The good behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• The range of out-of-school activities.</li> <li>• The information they receive about their children's progress.</li> </ul>

Inspectors agreed with the positive views of parents. They also concluded that the amount of homework was suitable for each age group, although it was not always set consistently, and that annual reports to parents on their children's progress were satisfactory. Inspection evidence also showed that there was a good range of out-school activities, although more is available for Years 3 and 4 than for Years 5 and 6. Parents, however, are not always aware of what is available.

## **PART B: COMMENTARY**

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

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

1. Results in last year's tests in English and mathematics for 11-year-olds matched the national average for children of their age. Results in science were below it. When compared with those of similar schools, results were below average in English and mathematics and well below in science. Evidence gathered during the inspection indicates that standards in the current Year 6 are similar to the test results. In all other subjects standards are similar to national expectations, except in music, where they are below, Standards in religious education exceed the expectations of the locally agreed syllabus.

2. Standards in English have risen slightly over the five years up to 2001 and have matched national figures since 1999. Results in mathematics have been maintained since 1997 and they too have been close to the national expectations since 2000. Results in science have risen since 1997 but have remained below the national expectations. Standards, particularly in English and science, have been depressed as teachers have not provided enough challenge over time for more able pupils, to enable them to make the progress of which they are capable.

3. Pupils enter the school with attainment in English that is in line with that expected nationally for children of their age. Whilst the school has a higher than average proportion of pupils having English as an additional language, very few are at the early stages of English. Most of these pupils attain standards similar to those of their classmates.

4. Pupils' attainment in speaking and listening is good. Pupils listen carefully to teachers and are keen to answer questions and take part in discussions. They take full advantage of the many opportunities to discuss their work in pairs or small groups. Many pupils are less confident in presenting their work in larger groups.

5. By the age of 11, pupils' standards in reading are satisfactory, with a substantial number attaining good standards. Pupils enjoy a wide range of fiction books and can use non-fiction books and dictionaries when carrying out research and checking spellings.

6. Standards in writing are also satisfactory. By the time they leave school, pupils have a sound grasp of grammar and punctuation, though many make careless mistakes. Their spelling and handwriting is below that expected nationally for children of their age. Whilst pupils make satisfactory progress in developing their writing skills, they are not given enough time to practise independent writing.

7. In mathematics, the attainment of 11-year-olds matches national expectations for children of their age, and comes close to exceeding it. Pupils of all abilities make good progress as they move through the school and many make good progress in the upper school. By the time they are 11, most pupils have a good understanding of place value, ordering and rounding of numbers, properties of numbers and number sequences, fractions, decimals, percentages, ratio and proportion. They are able to reason, use mental calculation, make decisions and approximate. They can check their answers, sometimes using a calculator. Pupils have a good understanding of shape, space and measure and are able to solve real life money problems.

8. In science, pupils in the current Year 6 are achieving higher standards than those recorded in last year's tests for 11-year-olds. There is, however, an underlying weakness in science as the skills required in carrying out scientific investigations have not been developed consistently over recent years. All other aspects of science are covered satisfactorily and pupils make steady progress.

9. Pupils with special educational needs make good progress in their learning when they receive specific support in lessons. This good support allows them to make the same progress as other pupils in all lessons. Pupils having English as an additional language make progress in line with their peers. The progress of boys and girls is regularly monitored to ensure equality of opportunity. The differences do not appear to be significant.

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

10. Pupils have good attitudes to learning. They join in with group activities and many attend the extra-curricular clubs. They enjoy coming to school and are keen to learn. For example, during a literacy hour lesson pupils joined in enthusiastically when reading the chorus of a rap poem while the teacher used the drum to reinforce the beat. The delight of pupils was obvious and this has a positive effect on their attainment and progress. Pupils across the school listen well and respond to the teacher's well-targeted questions. The concentration levels of pupils increase as they move through the school and become more mature in their learning, and this has a very positive effect on their attainment and progress. During a good numeracy lesson some pupils found the task difficult, but they persevered and made good progress. However, when a lesson lacks pace or higher attaining pupils are not sufficiently challenged, pupils lose interest and become fidgety.

11. The behaviour of pupils in and around the school is very good and sometimes excellent. Parents report that the behaviour of pupils is very good. A large number of pupils move around the school during the day, for example when changing classes for their maths sets or going to assemblies. They move about quickly, quietly and in an orderly manner, showing very good self-discipline. Pupils understand the behaviour policy and are keen to explain to visitors the rewards and sanctions policy. The very good behaviour of pupils in the classroom promotes learning. Lunchtime is a very sociable occasion. Behaviour during assemblies is very good and often excellent. One pupil was excluded for a fixed period in the last academic year. Parents report that there are occasional incidents of bullying, but the school is quick to deal with any problems. Examination of the school's behaviour record confirms parents' views.

12. Pupils' personal development is good and their relationships are very good. Boys and girls of all cultures mix well in the playground. Pupils clearly respect and value the beliefs and cultures of people of other faiths. There were examples of this during a religious education lesson, when they discussed the depth of commitment of the monks and examined artefacts such as Buddhist prayer beads and a prayer wheel.

13. Relationships between pupils and between all the adults in the school are very good, and this has a very positive effect on the life of the school. Pupils are fully involved in the life of the school. They negotiate the class rules at the beginning of the academic year and take turns to be class monitors.

14. Pupils from Year 6 act as 'Guardian Angels' for other pupils. They take their responsibilities seriously, and enjoy helping pupils with special educational needs.

15. Pupils in Year 3 explained that the Guardian Angels always look after them at playtime if they fall over and take them inside for first aid. This has a very positive effect on the personal development of pupils and on building relationships. There were many very good examples during maths lessons of pupils being encouraged to become independent learners. However, in science learning and independence are weakened because investigative skills have not been systematically developed step by step.

16. The good attendance of pupils has been maintained since the last report and is above the national average. The school needs to address the issues of holidays in term time to bring about further improvements in attendance. The great majority of pupils, however, are keen to come to school, and they attend school regularly. This has a positive effect on their progress and attainment. Unauthorised absence is low, and there is no evidence of truancy. There is a small amount of lateness, which needs to be addressed.

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

17. Despite recent difficulties in recruiting and retaining suitably qualified staff, the quality of teaching has improved significantly since the last inspection. Teaching is now good across the school, with some very good teaching in all year groups and most subjects. As a result, pupils make good progress in their lessons and achieve well. Progress over time has been adversely affected by staff changes. In some lessons, more attention should be given to the needs of the more able pupils, particularly in English and science.

18. Teachers have sound knowledge and understanding, which they use to underpin explanations and demonstrations and to expand pupils' on knowledge. In a good Year 5 English lesson, pupils were enabled to gain a good understanding of the characteristics of a rap poem. In some science lessons, however, teachers sometimes lack confidence in explaining *why* tasks are being carried out and in encouraging pupils to carry out their investigations.

19. The teaching of the basic skills of literacy and numeracy is good and as a result pupils make good gains in their knowledge and understanding. Pupils were able to use these skills well in all subjects. Teachers' planning is satisfactory, but does not always include opportunities for assessment or for meeting the needs of the more able pupils. There are, however, some good examples of high quality planning to meet the needs of all pupils. In a very good Year 5 ICT lesson on how to analyse data, the plan included specific tasks for the most able as well as for the less able.

20. Most teachers have high expectations of what pupils know and can do. In a good Year 6 English lesson on how to write a narrative, pupils responded very well to the teacher's high expectations of behaviour and work. They concentrated well as they worked out the best way to tackle the task for themselves. A few teachers, however, particularly in English and science, do not set tasks that challenge the most able so that they can make rapid progress in their learning.

21. Most teachers use a wide range of effective teaching methods. An example was seen in a good Year 5 mathematics lesson, where the methods used enabled pupils to learn well. The lesson built on previous teaching and learning. Pupils were encouraged to explain their reasoning and the teacher's good questioning skills ensured that all pupils were involved in the lesson.

22. The great majority of teachers manage pupils well and this makes an important contribution to their learning. In a very good Year 4 mathematics lesson, pupils were very well managed. They were regularly praised, and they responded with interest and enthusiasm and were highly motivated to learn. The key weakness of the poor English lesson was the teacher's inability to manage pupils' behaviour, allowing disruptive behaviour to continue unchecked. As a result the learning of these pupils and of others was severely impeded.

23. Most lessons are taken at a brisk pace and teachers make good use of time, support staff and resources. In a good Year 5 English lesson, the good contribution made by the learning support assistant ensured that all pupils with special needs took a full part in the lesson. All lessons in ICT benefited from the good resources in the well-equipped ICT suite.

24. Most teachers check pupils' learning through question and answers and in the final review session at the end of the lesson. Examples were seen of teachers changing plans after they had identified gaps in learning in previous lessons. In an excellent Year 5 mathematics lesson, the teacher gave pupils an opportunity to present or explain their work, rectifying pupils' misconceptions and reinforcing mathematical rules from a number of examples. The teacher also enabled pupils to link what they had learned about decimals and fractions to other subjects, and how they could use their knowledge to solve mathematical problems.

25. Homework is used satisfactorily by most teachers to extend the learning that has taken place in the classroom, although it is not set consistently across the school. Pupils with special needs benefit from the very high quality teaching of the special needs teachers. Members of the support team are well trained and are effective. They are well prepared and efficiently used by teachers to support pupils' learning. Pupils with English as an additional language make similar progress to their peers.

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

26. The school provides a broad curriculum covering all aspects of the national curriculum and religious education. The national strategies for literacy and numeracy have been introduced successfully. The provision for pupils' personal, social and health education is good. There is an effective programme for sex education that has been developed with the school nurse. Parents are aware of this and are invited to view the materials used. Drugs awareness is included in the programme of personal social and health education in the context of developing a healthy lifestyle.

27. Whilst all subjects of the national curriculum are taught, the time allocated to some subjects is insufficient to allow the programmes of study to be taught in enough depth. Art and music are taught in blocks for half a term each. In music this results in pupils' musical skills not being developed appropriately. The same is true of design and technology, which pupils study for one term each year. This does not allow the programmes of study to be covered adequately and pupils are not helped to develop the necessary skills. History and geography are also studied only in one term each year. The current curriculum map means that pupils in Year 5 study design and technology in the spring term and then do not study the subject again until the summer term of Year 6, a gap of three terms. The way in which the curriculum is organised does not at present support continuity and progression in pupils' learning experiences.

28. In the previous inspection, the curriculum planning was identified as an area for development. The school has worked hard to address this issue and curriculum planning has improved. The core subjects are now well planned. Lessons in foundation subjects are planned appropriately but the school now needs to develop overall planning to provide curriculum balance. The school is concerned to improve pupils' attainment in literacy and numeracy and thus allocates a good deal of curriculum time to these subjects, particularly in Year 3. Whilst this is understandable, the school does not make enough use of the opportunities to develop pupils' literacy skills through the wider curriculum. The teaching of numeracy skills is good, though the investigative and experimental aspects of science are not as well developed as they should be.

29. The management of curriculum areas varies. Some subjects are managed very well whilst others are not managed effectively. The school's current difficulties with staff recruitment and retention have had a significant impact on this. The more senior members of staff have to take on considerable responsibility in addition to providing support for less experienced colleagues. They work very hard to support teachers and pupils but the recent staffing problems have inevitably had an impact on curriculum development.

30. The curriculum is enriched by a range of visits to places of interest. Pupils in Year 6 have the opportunity to take part in residential visits either to France or to an outdoor activities centre. A good range of visitors, including a mobile planetarium and the police, enriches the curriculum. Relatives and friends have visited the school to talk about their experiences of the Second World War.

31. The school provides a good range of extra curricular activities for all pupils. There is a good range of sporting activities which vary according to the season. There is a flourishing school orchestra, which regularly plays in assemblies. The school choir is very well supported and much enjoyed by pupils. There are clubs available each lunchtime. During the inspection, the new calligraphy club and sewing club were both well supported. Pupils attending the chess club enjoyed taking part in a tournament. The computer club was working on a school newsletter. The drama club contributed to an assembly during the week. Teachers work very hard to provide extra-curricular activities for pupils, who very much enjoy the interesting and varied range offered.

32. The school ensures that all pupils have equal access to all the learning opportunities available. In English and science, however, more able pupils are not always given sufficiently challenging tasks. Provision for pupils with special educational needs is good. Teachers and support staff ensure that pupils have full and equal access to the curriculum and that they are fully included in lessons and all school activities. A register of special educational needs is kept up-to-date by the co-ordinator. Pupils' individual education plans are of good quality and correctly identify the specific needs of pupils on the register. Targets for learning and behaviour are precise and allow teachers and support staff to track pupils' progress. Where the school does not have the necessary expertise, links are made with outside agencies. The provision for pupils having English as an additional language is good and they make progress in line with their peers. Extra-curricular activities promote equal opportunities for boys and girls.

33. The school makes good attempts to build links with the local community and these make a good contribution to learning. The school has satisfactory links with the adjoining infants' school from which most pupils transfer. The schools are developing curriculum links and make good arrangements for transfer from Year 2 to Year 3. Pupils transfer to a number of secondary schools, which makes partnership complex. The school makes every effort to support pupils in the transfer. There is particularly good liaison when pupils have special educational needs and arrangements for transfer are effective.

## **Personal development, including spiritual, social, moral and cultural development**

34. Very good provision is made for pupils' moral development. Good provision is made for their spiritual, social and cultural development. A calm, peaceful atmosphere exists in the school. Pupils' spiritual development is well supported by assemblies, religious education lessons, circle times, well-planned acts of collective worship, and opportunities for reflection within the curriculum. Some thoughtful work in English and art on display show evidence of this provision.

35. Pupils are clearly taught the difference between right and wrong. They are expected to show a high degree of respect for the differences between people and for their values and beliefs. The good relationships, and the very good example set by all who work in the school, strongly support pupils' moral development, which is underpinned by the school's aims, mission statement and values. The importance of truth and justice are communicated by the school's evident concern for these qualities. The strong behaviour policy is consistently applied throughout the school.

36. All members of staff and governors have received training in behaviour management to support pupils' moral development. Good behaviour is rewarded by such activities as Golden Time and all pupils are aware of sanctions for unacceptable behaviour. A sense of citizenship is developed through opportunities to care for the school and the local environment by means of a recycling scheme. The Junior Citizenship Scheme run by the local police contributes strongly to pupils' moral development.

37. Provision for pupils' personal and social development is a strong feature of the school. Good social skills are actively encouraged. Pupils are provided with good opportunities to take responsibility within the school. Older pupils acting as Guardian Angels were seen giving sensitive support to other pupils. Pupils are given many opportunities to appreciate and to contribute to the local community through collecting food parcels for the elderly and take part in sporting and musical events with other schools. Pupils are also encouraged to contribute to the wider community through collecting for charities, and they also sponsor the education of a boy in India. The social development of Year 6 pupils is further enhanced through annual residential trips.

38. Cultural opportunities are well represented in the school's planning. Well-planned visits enrich the curriculum and pupils' understanding of British culture. The school promotes pupils' awareness of other cultures to increase their understanding and appreciation of multicultural faiths and traditions. Pupils have opportunities to study art, literature and music from other cultures. Year 4 pupils, for example, have worked with an artist to produce work which is displayed in Hall Place as part of a multicultural exhibition. The school is planning a multicultural week for this year, to develop further pupils' understanding of the richness and diversity of a range of cultures.

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

39. The staff is committed to providing good quality care, support and guidance to all the pupils. There are good procedures to ensure the care, health, safety and protection of pupils. Good use is made of outside agencies to support pupils as and when required. Pupils' records contain a wide range of academic and pastoral information



40. The named person for child protection has had the appropriate training, and the school procedures follow the local authority guidance. The head teacher provides in-service training for staff on child protection procedures. There has, however, been no recent staff training on child protection awareness. The school is reviewing its procedures on police checks to ensure compliance with the new regulations.

41. There are sufficient qualified first aiders on site to ensure that all incidents are dealt with efficiently. A member of staff has received training on the use of the epi-pen, and in the office and in the staff room there are photos of the pupils at risk from an allergic reaction to nuts. In line with the local authority guidance, no medication is dispensed in the school, but pupils with asthma are supervised when using their inhalers. Not all first aid incidents are recorded, but parents are always informed if there are any bumps to the head.

42. The school has good policies and procedures for the health and safety of pupils. All fire regulations are met, and equipment used by the school is regularly serviced. The portable appliance testing has been carried out, but there is no history of the five-year internal wiring test. The caretaker carries out all minor repairs. There are regular risk assessments of the building and the site, but these have not included the car park, which is poorly lit and has an uneven surface.

43. The school's procedures for monitoring and promoting good attendance are satisfactory. It contacts parents on the first day of absence if no explanation has been given. If there is no response, the school waits until the child returns to school to explain the absence. There is some duplication of procedures, because more than one person monitors absence and punctuality. Pupils who are late are recorded, but they are not always asked to explain why they are late, and the time they arrive at school is not always recorded. The school is currently reviewing its procedures to introduce more rigour into the monitoring and the follow-up of punctuality and the issue of holidays in term time.

44. Procedures for monitoring and promoting good behaviour are very good. Pupils are praised regularly for good effort and achievement, and this encourages their interest, independence and motivation. The headteacher and deputy monitor the behaviour of pupils in the playground at lunchtime. The behaviour policy is good, and it includes anti-bullying procedures. The teaching staff deals with any misbehaviour on a daily basis and the head teacher keeps a central record of any serious bullying or racist comments, the action taken by the school, and the outcome. Aggressors write a letter of apology and have to give reasons why they will not repeat their actions. This system is very effective in ensuring that pupils understand the impact of their actions on others.

45. Procedures for monitoring pupils' personal development are very good. This is a significant improvement since the last inspection. Pupils' records contain a wide range of academic and social information, which the teaching staff use to monitor pupils' personal development. This information is discussed with parents once a term. The school's system of house points and merits is very effective in monitoring the personal development of pupils and the recognition of pupils at assembly and in the classroom is very effective in raising self esteem.

46. The school very effectively supports pupils with special educational needs to meet targets set in their individual education plans and statements. A measure of the school's success is that pupils are taken off the register as well as placed on it. Parents are kept informed of pupils' progress, which is reviewed regularly. The school meets the requirements outlined in pupils' statements of educational needs.

47. The school has recently appointed a teacher to take responsibility for co-ordinating provision for pupils who are gifted or talented. He is enthusiastic about his new role and has drawn up a detailed and clear action plan for the development of this area. Pupils who are either gifted or talented have been identified and a register is in place. Good provision for pupils who are gifted footballers and talented mathematicians is already in place.

48. A key issue for development from the previous inspection was to standardise systems of assessment in order to monitor pupils' attainment on a systematic basis. The school has developed an appropriate policy for assessment and this is now in use by all staff. In addition to the statutory tests for seven and eleven-year-olds, the school uses a range of standardised tests for pupils in all years. These include the optional tests in English and mathematics from the Qualifications and Curriculum Authority, together with verbal and non-verbal reasoning tests. Pupils whose progress is a cause for concern are given a diagnostic reading test and the progress of all pupils in reading is assessed annually. In the foundation subjects the school assesses pupils' progress against key objectives in each subject, which have been agreed for each year group.

49. The information gained from assessment is used effectively to guide curricular planning, but this aspect of the school's work could be developed further in order to identify individual targets and then track pupils' progress in attaining them.

50. In lessons, teachers give good feedback to pupils about their work and encourage them to review what they have done and to see how they can improve. The school introduced a revised marking policy in March 2001, which includes an editing code for pupils to help them evaluate their own written work. This was not, however, used in work seen during the inspection. In some of the work observed, pupils had been encouraged to mark and edit their own work but this practice is inconsistent through the school.

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

51. The parents at the meeting and those who completed the inspection questionnaire regard the school as very good. More than 90 per cent of those who replied to the survey were very pleased with what the school offers and achieves. Issues on which a minority of parents expressed concern were homework, information on their child's progress, and the range of extra-curricular activities. The inspection team agreed with the positive views of parents. They also judged that homework is satisfactory, although it is not always set consistently. The information supplied to parents on their children's progress is very good. The range of extra-curricular activities is good, although there are more clubs for Years 5 and 6 than for Years 4 and 5.

52. The school has effective links with parents, and the quality of information provided to them is very good. This is a significant improvement since the last inspection, when information to parents was judged to be satisfactory. There are termly parent/teacher consultations, which are currently being reviewed. The school provides parents with a written annual report of pupils' progress, which is informative and identifies their children's strengths and weaknesses in the core subjects. The targets for improvements are linked to the weaknesses identified in the reports. Information about progress on the foundation subjects is a mix of what has been covered in the subject and what pupils can do, and some of the comments are too positive.

53. The school provides parents with details of their children's National Curriculum levels in the core subjects, verbal reasoning score and non-verbal reasoning score. It also gives parents information on how to interpret the scores, although some parents would like to know

the National Curriculum levels at each termly meeting. There are also year meetings with parents to explain the year plan and to go over the topics which will be studied. The school holds regular curriculum meetings for parents. Regular newsletters to parents ensure they are kept well informed about what is going on in the school. Parents of pupils in Year 5 are given very good advice about the 11-plus, based on individual verbal and non-verbal reasoning test results. The school's prospectus and governors' annual report to parents meet requirements and are useful and informative documents.

54. Most parents make an important contribution to the work of the school, and they play a significant role in their children's learning at home and at school. The school works very hard at involving parents in their children's education. The deputy headteacher has compiled some very useful booklets for parents, which gives advice on how to help their child at home. Parents of pupils with special educational needs are invited to be fully involved in the reviews of their children's progress. Regular termly meetings are held for parents and there is a weekly drop-in surgery.

55. Parents of pupils in Year 3 attended a literacy workshop, which they valued. Most parents help with homework and with hearing their children read at home, and give their full support to the school's drive to maintain good behaviour. Parents who help in the classroom have attended a training course organised by the local education authority for hearing readers, and they report that it increased their confidence. Parents supported the school's Garden Project by donating money and helping to plant the bulbs. The very active Parent Teacher Association is well run with annual general meetings and audited accounts. The hard-working committee organises a number of social events as well as arranging fund-raising events.

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

56. The headteacher provides clear and determined leadership focused on raising standards. He is well supported by other senior staff, particularly the deputy head, who plays a significant role in the management of the school. The headteacher, senior staff and governors work closely together to provide clear educational priorities for the school.

57. The school has specific aims for the academic and personal development of all pupils and is very largely meeting them, especially in pupils' personal development. More, however, could be done to meet the needs of the more able pupils.

58. All members of the staff who have specific responsibilities carry them out well and play an important role in ensuring the quality of education the school provides. Recent difficulties in appointing suitably qualified teachers, however, has led to some subjects being without full-time co-ordinators and other staff being overburdened.

59. The governing body fulfils all its statutory duties and plays an important role in the leadership and management of the school. Key governors have a good understanding of the school's strengths and weaknesses through visits and reports from the headteacher and senior staff. They use their knowledge well in planning the development of the school.

60. The headteacher and deputy head regularly monitor the quality of teaching and learning in the classroom on a formal basis, offering support and guidance where necessary. Their work, which has particular importance given the number of new teachers, has resulted in a significant improvement in teaching throughout the school. Teachers are

released to observe lessons and to develop their subject areas. Heads of year support curriculum planning. Good use is made of the leading maths teachers to teach demonstration lessons and to support staff, as was seen during the inspection.

61. The head, deputy and staff regularly review the school's progress in meeting the priorities of the school development plan. This has led to the clear identification of future priorities, effective action to meet the school's targets, and a shared commitment to improvement. Given the strategies already in place and planned for the near future, the school is well placed to meet these priorities.

62. The school has very good policies for the induction of newly qualified teachers, teachers new to the school, and learning support assistants. Staff development is based on the school improvement plan and the school's performance management policy. The school has been recognised as an Investor in People, which has had a significant impact on the training of all staff.

63. The headteacher and governors set the budget to meet the clear educational priorities identified in the school improvement plan, and they monitor spending and income regularly. The school makes good use of new technology, although more use could be made of the computer suite. The school puts to good use all the monies available to it and applies the principles of best value in all aspects of its work.

64. The co-ordination of special educational needs is very good. The special educational needs co-ordinator has been in post only since September but already has good systems in place to ensure effective liaison between classroom teachers, classroom support assistants, outside agencies, parents and the special needs governor. Additional support for pupils with statements of special educational needs is efficiently used and is effective in supporting pupils' learning. Specific grants received by the school for additional support for pupils with special educational need are being used very effectively for the desired purpose.

65. There is a sufficient match of teachers and support staff to deliver the National Curriculum, including religious education and special educational needs. Whilst qualified in their own countries, four teachers do not have UK qualifications and lack the experience to take on subject responsibilities. As a result, the senior management team have had to take on responsibilities additional to their normal duties.

66. The accommodation, including two classrooms and the hall in the infants' school, is satisfactory, although some classrooms are cramped. There is a lack of small teaching areas for small group teaching of the additional literacy strategy. The school library has been converted into the information, technology and communications suite. As a result, the library is now situated in the corridor and there is no space for independent study. Outdoor facilities are adequate, although some surfaces are uneven.

67. Resources for learning are satisfactory. The new information, communication and technology suite is good but is not well used. Resources are good for special educational needs, English, mathematics, physical education, religious education and music, although there is a shortage of multi-cultural instruments. Resources are satisfactory in history, geography design and technology and science, but there is a shortage of apparatus for investigations. Resources are enhanced by residential trips and a number of visits to local areas. There is a sufficient range of fiction books kept in each classroom, but the range of non-fiction in the library is unsatisfactory. Encyclopaedias are still housed in the ITC suite and a high proportion of books show signs of wear. The school does not use the local authority Resource Centre to borrow books. There is a good supply of books to support the National Literacy and Numeracy Strategies. In Year 3 pupils share science textbooks and there are no books on the local area.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

### Key Issues

68. To raise standards further the headteacher, staff and governors should:

- Raise standards, particularly for the more able pupils in English and science\*, by:
  - \* gathering precise information on what pupils know and can do and use the information to plan for their individual needs and track their performance towards achieving the targets set for them.
  - \* providing more opportunities for independent writing in all subjects;
  - \* providing more opportunities for pupils to carry out independent scientific investigations.
- Ensure that sufficient time is provided for all subjects of the curriculum.
- Continue to seek ways, involving outside agencies, to recruit suitably qualified permanent teachers in order to ensure stability and to share curricular responsibilities\*.

69. The governors should also find ways of:

- \* enabling all co-ordinators to monitor teaching and learning in their subject.
- \* catering more precisely for the needs of gifted and talented pupils\*;
- \* improving the provision for music;
- \* ensuring that all staff have training in child protection awareness.

*\*These issues have already been identified by the school as priorities for development.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	87

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Number</b>	1	20	26	24	0	1	0
<b>Percentage</b>	1	28	36	33	0	1	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	Y3- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	483
Number of full-time pupils known to be eligible for free school meals	N/A	32

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	5
Number of pupils on the school's special educational needs register	N/A	83

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	22

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.3
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	58	59	117

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	47	46	53
	<b>Girls</b>	52	44	55
	<b>Total</b>	99	90	108
Percentage of pupils at NC Level 4 or above	<b>School</b>	85 (82)	77 (77)	92 (88)
	<b>National</b>	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	46	48	49
	<b>Girls</b>	48	48	53
	<b>Total</b>	94	96	102
Percentage of pupils at NC Level 4 or above	<b>School</b>	80 (76)	82 (76)	87 (79)
	<b>National</b>	72 (70)	74 (72)	82 (79)

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

### Ethnic background of pupils

	<b>No of pupils</b>
Black – Caribbean heritage	1
Black – African heritage	3
Black – other	2
Indian	41
Pakistani	2
Bangladeshi	2
Chinese	4
White	419
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	<b>Fixed period</b>	<b>Permanent</b>
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	1	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes:**

**Y3 – Y6**

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	30.2
Average class size	30.2

#### **Education support staff:**

**Y3 – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	107

#### **Qualified teachers and support staff:**

**Nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

### **Financial information**

<b>Financial year</b>	<b>2000-2001</b>
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<b>£</b>
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Total income	839642.00
Total expenditure	846413.00
Expenditure per pupil	1779.00
Balance brought forward from previous year	18715.00
Balance carried forward to next year	11944.00

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	12.3
Number of teachers appointed to the school during the last two years	8.2

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  
Number of questionnaires returned

483
98

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	47	6	0	1
My child is making good progress in school.	33	58	8	0	1
Behaviour in the school is good.	34	56	6	0	4
My child gets the right amount of work to do at home.	30	46	23	0	1
The teaching is good.	37	57	2	3	1
I am kept well informed about how my child is getting on.	28	52	18	1	1
I would feel comfortable about approaching the school with questions or a problem.	45	49	5	0	1
The school expects my child to work hard and achieve his or her best.	43	53	3	0	1
The school works closely with parents.	29	55	12	1	3
The school is well led and managed.	42	52	5	0	1
The school is helping my child become mature and responsible.	37	51	10	0	2
The school provides an interesting range of activities outside lessons.	23	41	18	3	14

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

### **ENGLISH**

70. Standards in English for 11-year-olds match those attained by pupils nationally. Whilst an above average proportion of pupils attained the expected Level 4 in English in the national tests for 2001, the proportion of pupils attaining the higher Level 5 was below average. When compared with the results attained by pupils in schools having a similar intake, pupils' attainment in English was below average. Over the last four years, pupils attainment in English has shown some improvement, although slight.

71. When pupils enter the school their attainment in English is average, although the proportion of pupils attaining the higher Level 3 in reading and writing is below that expected nationally. The school has a higher than average proportion of pupils for whom English is an additional language. The majority attain standards similar to those of their peers. At the time of the inspection only three pupils were at the early stages of learning English. These pupils receive specific support from the local education authority's language support service. They are making good progress in English and their attainment in lessons is good in relation to the targets set for them.

72. Pupils' attainment in speaking and listening is good. Pupils listen well to their teachers and are keen to answer questions and take part in discussions. They are happy to talk to visitors about their work. In an assembly led by a Year 3 class, pupils listened very attentively, though some were not very confident in presenting their work. Teachers build into their lessons regular opportunities for pupils to discuss their work with a partner, or in small groups, in which they express their ideas clearly and confidently. Teachers could further develop opportunities for pupils to present their work to larger groups as many pupils are less confident in this.

73. Many pupils are confident and fluent readers. By the time they are 11, pupils attain satisfactory standards in reading and a good proportion attain above average standards. Pupils enjoy talking about the books they have read. They enjoy a wide range of fiction and some pupils are reading challenging texts such as *The Lord of the Rings*. Pupils are confident in using reference books to find information about a range of topics. They also use the internet and CD-Roms to research topics. Pupils have developed good strategies for tackling unfamiliar words. They use the context to check that their reading makes sense and are confident in using dictionaries.

74. Pupils attain satisfactory standards in writing. By the age of 11, they have a satisfactory grasp of grammar and punctuation but many make careless errors in their work. In their independent writing, pupils' spelling is often erratic and they do not check their work carefully and make corrections. Pupils try hard to present their work neatly but older pupils have not developed a consistent handwriting style. Pupils make satisfactory progress in their writing over time but although they are developing the writing skills they need, they are not given enough time to practise independent writing skills. In a good Year 6 lesson, pupils showed good understanding of techniques used by authors to show the passing of time. Lower attaining pupils studied a book without text and used the illustrations to discuss how the illustrator had shown the passing of time. They then worked together to write passages showing the passing of time matched to the illustrations.

75. Teaching in English is satisfactory overall. Of the 18 lessons seen, two were very good, seven were good and eight were satisfactory. One was poor. Some good teaching was observed in each year group. Established teachers have a secure understanding of the national literacy strategy and implement it well. The school has provided professional development for the overseas trained teachers and this has enabled them to teach literacy effectively. Teachers make sure that pupils know what they are expected to learn during the lesson and how this relates to their earlier work. This helps pupils to make connections across different subjects of the curriculum.

76. Teachers use a good range of vocabulary to promote pupils' interest in language. They take great care to ensure that the correct terms for language are used and they expect pupils to choose descriptive words accurately. In lessons, pupils are able to explain and use terms such as metaphor, simile and alliteration. Teachers regularly discuss with pupils the learning intentions of the lesson, and this helps them to understand the focus of the lesson and to concentrate on their tasks. In the good lessons, teachers provide different tasks for pupils with different learning needs. In a Year 5 class, a learning support assistant gave very effective support to a group of pupils with special educational needs, encouraging them in discussions and clarifying explanations for them. This helped them to take a full part in the lesson and supported their progress. At the end of lessons, teachers regularly refer back to the learning intentions and discuss with pupils what they have learned.

77. In most lessons, teachers give very clear explanations of the work to be covered. They have secure subject knowledge, use time and resources well and make good use of questions to assess pupils' knowledge and understanding. Pupils with special educational needs have individual education plans. They are very well supported in lessons by the skilled learning support assistants.

78. Management of English is effective. The co-ordinator has good knowledge of the subject and has an action plan to develop it further. She monitors colleagues' planning regularly and reviews pupils' written work. The school has ensured that overseas trained teachers have received training in the Literacy strategy, and a programme of professional development is well established. The co-ordinator has worked hard to involve parents in supporting their children with reading and has organised some training for a small number of parent volunteers who visit regularly to help with reading. In partnership with the University of Kent, the school takes part in an initiative with secondary school pupils in Year 12 who have received training in supporting Year 3 pupils in reading.

## **MATHEMATICS**

79. In the Year 2000 mathematics tests for 11-year-olds, pupils achieved standards that were in line with the national average but below the average for similar schools. The percentage of pupils who achieved the higher level was close to the national average. The test results were higher than teacher assessments. At the time of the last inspection in 1997, attainment was in line with the national average. Results have been maintained in mathematics since 1997. They have been close to the national figures since 2000.

80. Inspection findings show that the difference in the attainment of boys and girls is not significant at the present time. Early indications suggest that the school will exceed the target that it has set for 2002 and that results will be above the national average, as a result of the initiatives that have been put in place.

81. The attainment of pupils by the age of 11 is currently in line with expectations for their age and is close to exceeding it. Pupils make satisfactory progress over time. Progress in lessons seen during the inspection was good overall, and in several lessons it was very good. A number of factors account for the recent improvement:

82. the practice of setting in mathematics, whereby pupils are taught in groups according to their ability rather than in mixed ability groups. This continues, but with more focused differentiation of work within the set to meet the needs of all pupils;

- the identification of pupils with the potential to achieve higher grades and the provision of additional support and homework;
- focused support for pupils with special educational needs.
- improved teaching, as a result of training for all teachers and strong support for teachers new to the school;
- greater emphasis on mental agility, problem solving, reinforcement of number skills, investigations, and independent reasoning and learning;
- greater involvement of older pupils in their own target setting and monitoring of their own progress;
- improved assessment and tracking of pupils' progress;
- monitoring of teaching, learning, pupils' work and teachers' plans;
- very good leadership and the expertise of two lead mathematics teachers;
- close involvement and support of the governor with oversight of mathematics.

83. By the age of 11, the majority of pupils have a good understanding of place value, ordering and rounding of numbers, properties of numbers and number sequences, fractions, decimals, percentages, ratio and proportion. They have been trained to use appropriate mental calculation strategies, reason, make decisions, approximate, check their results, and use a calculator. They have a good understanding of shape, space and measures. They apply their information and technology skills in handling data. They are becoming proficient in solving real life problems, for example, with money.

84. During the inspection, higher attaining pupils in Year 3 developed their vocabulary of direction and position, as they learnt to describe the position of objects on a grid, using co-ordinates. Average attaining pupils learnt to understand and use the vocabulary of time and the relationship between units of time, and between analogue and digital displays. They became more confident in their ability to solve real life money problems. Lower attaining pupils also gained experience in using money and giving change. Pupils of all abilities make good gains in their learning and achieve well as they move through the school.

85. By the time they are in Year 6, higher attaining pupils use all four number operations accurately to solve money and real life problems, and check their results by estimation and inverse operation. Average attaining pupils use all four operations to solve money or 'real life' word problems, choosing appropriate methods and using a calculator effectively. Lower attaining pupils make very good progress in learning how to solve problems.

86. The quality of teaching and learning is good, leading to good learning on the part of all pupils, including pupils with special educational needs and those for whom English is an additional language. In the 18 lessons observed during the inspection, teaching was excellent in one, very good in seven, good in seven and satisfactory in three.

87. Teachers' knowledge and understanding are good and they teach the basic skills well. As a result, pupils make good gains in knowledge, skills and understanding. Teachers plan effectively, with differentiated tasks to meet the needs of all pupils. Learning objectives are made clear so that pupils know what is expected of them and are confident in their approach to their work. Opportunities are provided for them to assess the extent to which they have achieved the objectives, thus helping them to gain a sound knowledge of their own learning.

88. Teachers use methods that help all pupils to learn effectively, and they have high expectations of effort, accuracy and presentation. Most pupils apply considerable intellectual effort to their work and the presentation of their work is of a high standard. Management of pupils is good and leads to good learning. On-going assessment is used to promote learning in lessons and to inform planning. The results of formal and informal tests are recorded and used to build up an academic profile for each child.

89. Time and resources are used well. Learning support assistants give valuable support to pupils with special educational needs. Pupils work productively and their pace of working is good. Most pupils enjoy mathematics. They show interest, enthusiasm and application. Their good behaviour and relationships promote good learning, and they are motivated to succeed. Pupils show a developing sense of responsibility for their own learning and for the care of resources. They respect the contribution of others during oral activities. They do their homework regularly, thus consolidating and extending their learning.

90. There are links with other areas of the curriculum. Pupils' numeracy skills are developed through discussion. There is a strong emphasis on the use of mathematical vocabulary, and appropriate vocabulary is displayed in classrooms. Pupils' information technology skills are used to transfer information from surveys on to a database.

91. The quality and range of learning opportunities is good. The statutory curriculum is well established. The breadth, balance and relevance of the curriculum is good. Equality of access and opportunity for all pupils, including those with special needs or having English as an additional language, is good. Strategies for teaching numeracy skills are effective.

92. Pupils' performance is monitored effectively. The procedures for assessing pupils' attainment through weekly assessments and half-termly tests are good. There are systems in place for tracking pupils' progress and the co-ordinator hopes to computerise the system. The use of assessment to guide curriculum planning is satisfactory. Pupils are encouraged to keep track of their own progress on target sheets. They note down their achievements to date and know what they should be working towards. An indication of their motivation is the fact that almost half the pupils in Year 6 voluntarily do additional homework to help them to improve.

93. The subject is very well led by an experienced co-ordinator who is recognised by the local education authority as a lead mathematics teacher. A very experienced special needs teacher, who is also a lead mathematics teacher, teaches mathematics to pupils with special educational needs. Skilled learning support assistants give valuable additional help to small groups.

94. Staffing, accommodation and learning resources are good and are well used. Leadership ensures clear educational direction. The school's aims and values are reflected in the work of the subject. The monitoring, evaluation and development of teaching is good. The priorities for development are clear and effective action is taken to meet the school's targets in mathematics. There is a shared commitment to improvement and the capacity to succeed is good.

## SCIENCE

95. Pupils currently in Year 6 attain standards that are in line with those expected for pupils of their age. Results of the national tests in summer 2001 show that standards were below the national average and well below the average for similar schools. Whilst 92 per cent of pupils achieved the expected Level 4, compared to 87 per cent nationally, only 25 per cent achieved the higher Level 5, compared to 34 per cent nationally.

96. Inspection evidence shows that the weakness lies in scientific enquiry because the skills required in this area of pupils' learning have not been progressively developed. This is, in large part, due to a significant number of staff changes over recent years and the difficulties in recruiting teachers with experience of National Curriculum requirements. The school has identified the need to improve standards in science and there is an increased emphasis on teaching the important skills of scientific enquiry, which are central to learning. This has implications for teacher training to increase staff confidence, so that by the end of Year 6, pupils can conduct the whole process of independently planning and carrying out experiments to their conclusion.

97. Girls did not achieve as well as boys in the most recent tests for pupils aged eleven. Although some girls do not readily offer to answer questions, there was no evidence during the inspection of a difference in the attainment of boys and girls. In most lessons, teachers ensure that groups are mixed, with girls and boys working together at all levels of attainment. In good lessons, teachers are careful to encourage all pupils to answer questions. This is not, however, common practice and teachers need to expect more in all lessons, as a significant number of pupils do not readily volunteer to answer.

98. The quality of teaching and learning seen in lessons was satisfactory overall and no unsatisfactory teaching was observed. Teaching was good in three lessons and satisfactory in six. Teachers plan their lessons carefully in year group teams and prepare resources well so that no time is wasted. Pupils are taught to use correct scientific vocabulary and are given an understanding of the need for fair tests. They are taught the importance of making predictions before carrying out experiments in groups.

99. Teachers have good relationships with their pupils and most motivate them to work carefully and with interest. Pupils in a Year 4 lesson, for example, were well motivated to investigate what happens to water of three different temperatures when recorded over a period of an hour at ten-minute intervals. The quality and pace of learning were good in this lesson because the teacher continued to challenge pupils' thinking as they worked. In consequence, by the end of the lesson, most pupils were able to describe temperature changes with the use of correct scientific vocabulary.

100. Classroom assistants are well used to support pupils with special educational needs, so that they make similar progress to that of other pupils. The main weakness is that there is too little use made of assessment to identify the needs of higher attaining pupils. These pupils, in particular, need to be challenged to conduct a series of observations independently, choose apparatus for a range of purposes, plan its effective use, and draw conclusions consistent with evidence.

101. In many of the lessons seen there was not a good enough balance between direct teaching and independent learning. Too much time is spent in whole class teaching and, as a result, teachers do not rigorously challenge pupils at different levels as they work on tasks. In lessons where pupils are challenged, they behave very well, concentrate on what they are

doing and work hard to overcome difficulties. These good attitudes make a significant contribution to pupils' learning. In lessons where pupils spend too much time listening to the teacher rather than finding things out for themselves, many lose interest and the pace of their learning is too slow.

102. Analysis of pupils' work shows that apart from the weakness in investigation all aspects of the subject are given due attention. Pupils generally have a good understanding of life processes and living things because this aspect is well taught. By the end of Year 6, most pupils appreciate the feeding relationships between plants and animals in a habitat, describing them in scientific terms such as food chains, predator and prey. In their work on materials and their properties, pupils are taught to identify various situations in which changes such as evaporation and condensation will occur. In work on physical processes, pupils are taught to build circuits, using batteries and other power supplies, and using switches to make electrical devices function. By the end of Year 6, pupils have been taught to use abstract ideas in describing known phenomena, for example stationary objects revealing a balance of forces.

103. Teachers expect work to be neatly presented. The quality of marking is generally good, with comments that challenge pupils to think about how their work can be improved. Opportunities for pupils to record their work, and the teaching of correct scientific vocabulary, mean that the subject makes an effective contribution to pupils' literacy skills. The development of pupils' numeracy skills is also well supported as pupils measure temperature, mass and capacity, and record their findings graphically. The recent Science Week, and opportunities to visit the local environment, enhance the curriculum as well as pupils' spiritual and social development.

104. The headteacher has recently assumed responsibility for the subject and has a clear understanding of strengths and weaknesses in provision. There is a clear action plan to improve investigative science and teachers' confidence in developing this aspect. Pupils' understanding and knowledge is regularly tested, but this information is not always used well to plan work for individuals or groups of pupils. When practical investigations are planned, for example, teachers rarely fully consider the needs of the higher attaining pupils. Resources are adequate but will need to be increased as standards continue to rise.

## **ART AND DESIGN**

105. The standards reported in the previous inspection have been maintained and most pupils reach the expected standards by the time they leave the school. Skills in art are taught progressively across the year groups, and lesson planning is securely based on national guidelines. As a result, the school is moving to a more consistent approach to the development of the required skills. Displays show that art is used well to extend pupils' basic skills of drawing, painting and collage. Pupils' drawing is good and they make good progress in drawing and sketching. They demonstrate good powers of observation, accuracy of detail, shape and size in drawing, and colouring with different materials such as pastels, charcoal, chalk and pencil colours.

106. Pupils are beginning to gain understanding of the work of famous artists and how to use their different styles as a way of expressing their own experiences. In a good Year 6 lesson, for example, pupils discussed and compared ideas, methods and approaches in famous artists' work on landscape. Pupils made good progress in the lesson as a result of the teacher's enthusiastic approach and good subject knowledge. However, this aspect of art, together with the design element, is not fully developed. Most pupils show satisfactory

progress, although the breadth of their experiences in art and design is limited. This is mainly due to insufficient time allocated to art as part of the whole curriculum. Pupils are encouraged to use their artistic skills in other subjects such as history and design and technology.

107. Most pupils are confidently developing an understanding of some of the aesthetic elements of art. They mix colours carefully and use different shades in their drawings and paintings. Year 4 pupils have worked with designs on tiles and made these out of clay. Pupils are exploring the possibilities of a variety of materials and processes, for example when printing repeating patterns with rollers and poly-printing blocks which have been prepared earlier. Year 3 pupils produce detailed sketches of signs and symbols and explore how lines can be used to create pictures. There are some good examples of mini-beast models and facemasks. Pupils are not sufficiently encouraged to evaluate and make improvements to their own work. The use of sketchbooks to record observational drawings or experiment with line and tone is consistently developed. There is, however, too little emphasis on developing computer-aided art and design.

108. Based on the available evidence, the overall quality of teaching is satisfactory. It was good in the three lessons observed. The teachers have good subject knowledge and prepare effectively. The lessons provide suitable challenge to develop pupils' art skills and their ability to explore with imagination shape and form in art. As a result, pupils have good attitudes to learning. Most show enjoyment, application and involvement. They listen intently, follow instructions well, and are considerate towards others. Pupils are enthusiastic about artwork. Most show pride in their efforts and react well to praise.

109. Resources are satisfactory and suitably organised for ease of access centrally and in classrooms. The co-ordinator has good expertise in the subject and awareness of what needs to be done to develop it further in order to improve pupils' skills, knowledge and understanding.

## **DESIGN AND TECHNOLOGY**

110. Timetabling arrangements during the inspection meant that it was possible to see only one lesson in design and technology. There is, therefore, insufficient evidence to judge overall standards in the subject. The arrangement of the curriculum is such that each year group works on one design and technology project a year. During the inspection week, Year 5 pupils were observed working on their designs of masks. Year 6 pupils will not be taught design and technology until the summer term before they leave. The time allocated to the subject is insufficient and is inappropriately distributed across the school, which adversely affects the pupils' acquisition of knowledge, understanding and skills.

111. During the inspection, very little evidence in the form of samples of completed work was available. Frames made in Year 3 and masks made in Year 5 indicate that pupils work with a range of materials and tools. Pupils in Year 3 can cut, measure and join different materials accurately. They examine a wide range of photograph frames and evaluate them in terms of style and suitability. The finished products are enhanced by attractive designs and by the use of shapes and colour, using sequins and beads.

112. In Year 5, masks of mythical creatures are well researched by way of the Internet facility. Pupils generate ideas and carefully consider the purpose and suitability of the product. They are encouraged to develop their knowledge and understanding of the design process. Masks are made with papier-mâché and decorated with a variety of materials, giving them a quality of finish. Opportunities for evaluating products are also well planned.



Pupils carefully consider the appropriateness of size and strength and discuss ways of improving their products. The masks and photo-frames indicate that teachers plan satisfactorily and have high expectations of what pupils can achieve. No examples were seen, however, of pupils using computers in the design process.

113. In the lesson observed, Year 5 pupils showed positive attitudes to the subject. They spoke with knowledge about previous activities. A discussion with a group of Year 6 pupils showed that they enjoyed designing and making products. Teachers identify design and technology objectives such as the selection of materials, 'making' skills, and evaluation of their own product by the pupils. There are agreed assessment procedures in place but these are not yet used consistently to judge progress and inform planning.

114. The subject leader has successfully incorporated national guidance in the schemes of work. The resources in the subject are being developed to meet the demands of the curriculum. Design and technology is closely linked to other subjects, such as history, art and mathematics, and opportunities are planned for linking it to science.

## **GEOGRAPHY**

115. Pupils attain standards that are broadly in line with national expectations by the age of 11. The school has maintained standards reported at the last inspection. Most pupils demonstrate satisfactory achievements, particularly in map work and skills related to the study of different locations. Pupils in Year 3 develop adequate understanding of different seasons and types of weather. They are beginning to develop a sound understanding of their local area. In one lesson, pupils worked on a land use and survey of the school grounds. The teacher led pupils through different parts of the building using a video, which gave good support to their learning.

116. Older pupils acquire suitable knowledge of local places and localities outside United Kingdom by comparing and contrasting life in an Indian village with their own area. Pupils in Year 5 develop their fieldwork skills during visits to a nearby village. Pupils in Year 6 benefit greatly from their residential trip to France, when they study the local culture. Their map skills are greatly increased through orienteering. Discussions with Year 6 pupils and a scrutiny of their previous work show that most pupils have adequate knowledge and understanding of the use of keys and symbols when using atlases and maps.

117. Year 6 pupils carry out a detailed study of how a river is formed and which direction it flows. They are familiar with language such as *source* or *estuary*, and they learn that rivers have tributaries, channels and mouths. Pupils learn about the great rivers of the world, such as the River Nile and the Amazon, and benefit from learning opportunities such as watching a video and whole class discussions to note parts of river system. A well-planned question and answer session further supported pupils' understanding and use of subject vocabulary such as *transportation* and *erosion*.

118. Pupils' progress in acquiring geographical skills is enhanced by their use of information technology to research and represent findings. Pupils are encouraged to use different sources such as books, maps and photographs to extract information and inform their learning.

119. Pupils show positive attitudes towards their learning. They are keen to answer questions posed by the teacher and settle down well to the independent tasks are set for them. Of the four lessons seen, three were very good and one was good, and as a result pupils made good gains in their learning during lessons. Teachers have secure knowledge of

the subject and use the local environment and other resources to develop pupils' early geographical skills and knowledge. Effective use is made of methods such as discussions and links to pupils' own experiences. In a Year 6 lesson, for example, pictures of the river system encouraged an enthusiastic response from all pupils. Lessons in geography are linked effectively to other subjects such as history and literacy.

120. Pupils' overall progress in the acquisition of geographical skills, knowledge and understanding, however, is impeded by the inadequate time allocated to the subject and the large gaps in teaching the different aspects of geography. Year 5, for example, studies an overseas locality in the autumn term but does not move on to the next topic until the spring term in Year 6. This arrangement affects pupils' progress across their four years in school.

121. The co-ordinator has a clear vision for the subject and has written an action plan for future developments, though she does not have time to monitor teaching and learning in the classroom. Improvements have been made to the quality of resources since the last inspection. There are wall maps and globes in most classrooms but too few books for pupils to carry out their own research.

## **HISTORY**

122. Time-tabling arrangements during the inspection meant that it was not possible to observe any history lessons. No judgement, therefore, can be made on the quality of teaching in history. Judgements on the standards of pupils' work are therefore based on an analysis of their books and work on display; interviews with staff and pupils and from scrutiny of teachers' planning. Pupils' historical knowledge and understanding is as expected by the age of 11. This represents a decline since the last inspection, which is partly due to the insufficient time allocated to history.

123. The school has recently adopted the national guidance in the subject and organised suitable coverage across the school. The distribution of topics, however, shows big gaps which impede pupils' achievement. Each year group has one term of history a year. Whilst the topics are studied in depth, the arrangement of the curriculum affects the continuity of pupils' learning. In addition, there is too little challenge for the higher attaining pupils, as most pupils of different abilities in the same class often do the same work. There are procedures for assessing pupils' progress as they move through the school, but these are not yet consistently used to inform planning to meet the needs of all pupils.

124. An analysis of pupils' recent work indicates that most are developing some understanding of the past and a sense of chronology by sequencing events. Their knowledge and understanding of relating events and changes to their correct time periods is limited. Discussions with older pupils indicate that most have some knowledge of periods of British history, such as the Victorians, although only a few place them accurately on the time-line in relation to the Ancient Greeks or the present day.

125. Pupils' work shows satisfactory but uneven progress over their time in school. Work in Years 5 and 6 is generally well presented and provides evidence of pupils' developing enquiry skills. Most pupils use words and phrases that relate to the passing of time with confidence and skill. Most pupils are sufficiently skilled in using and interpreting a wide range of historical sources and evidence. Information technology is used successfully to support work and extend pupils' understanding through research and investigation.

126. History makes a satisfactory contributions to the development and use of literacy skills as pupils are encouraged to record in their own words what they know. Pupils' knowledge of numbers is developed when they work on time-lines.

127. The new co-ordinator has a clear plan for the future direction of the subject. The previous co-ordinator carried out a very thorough monitoring of pupils' work. The monitoring role now needs to be extended to include both teaching and learning. The policy provides guidance to teachers, and teaching benefits from carefully organised resources such as books and artefacts of satisfactory range and quality.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

128. The attainment of 11-year-olds is in line with national expectations, as it was at the last inspection. All pupils, including those with special educational needs and those who have English as an additional language, have full access to the curriculum and support during ICT lessons. Since the last inspection, a new computer suite has been established. Standards, however, have not improved significantly as pupils only spend one hour a week every other week in the suite. Many pupils have the opportunity to acquire information technology skills in their own homes and teachers harness pupils' experiences to extend their capability.

129. The main strengths in information and communication technology are:

- an increase in the number of computers;
- provision of a computer suite;
- more direct teaching of information and communication technology skills;
- a comprehensive scheme of work;
- a detailed action plan;
- staff training in information and communication technology.

130. The main areas for improvement, most of which have been identified by the school, are:

- standards in information and communication technology;
- a regular lesson in the computer suite, each week, for all pupils;
- replacement of six classroom computers;
- updating of all programs used in classrooms, so that there is more cross-curricular use of information and communication technology, particularly in literacy, numeracy and science;
- improved assessment and evidence of the use of information and communication technology in other areas of the curriculum.

131. By the age of 11, pupils are able to write for different audiences. They develop images, using repeating patterns, can explore simulations and model effects on screen. They understand databases and branching databases and are developing their skills of collecting and presenting information. Pupils are developing their control skills and can use spreadsheets and model spreadsheets. Pupils monitor environmental conditions and changes and are able to give multimedia presentations. During the inspection, they recognised that computer software and web sites can include a range of media and give the user a range of options. They used a search engine to find information on rivers, linked to their work in geography.

132. The quality of teaching is good, leading to good learning on the part of all pupils, including those with special educational needs and those for whom English is an additional language. In the five lessons observed during the inspection, teaching was good in one and very good in four. Teachers have received recent training. Their knowledge and understanding is good and they teach the basic skills well; explanation, demonstration, practical activities and investigative work are combined effectively. As a result, pupils make good gains in knowledge, skills and understanding.

133. Teachers plan effectively. Learning objectives are made clear to pupils and they approach their work with confidence. They are given opportunities to assess what they have learnt in the lesson, and this enables them to gain a sound knowledge of their own learning. Teachers have high expectations of accuracy, effort and presentation. This encourages pupils to apply intellectual and creative effort to their work. Teachers use methods that help all pupils to learn effectively. The management of pupils is good and leads to good learning. On-going assessment in lessons enables the teacher to recognise pupils' mistakes and misconceptions and to use them constructively to support learning. Time and resources are used well and the pace of learning is good.

134. Pupils enjoy their work. They are interested, enthusiastic and keen to develop their skills. Their good behaviour and relationships promote good learning. All pupils keep a log in which they write down what they have covered and achieved in each lesson. The school is developing a school website and parents, and children will be able to access the school's web page. Pupils listen well and respect the contribution and efforts of others. They carry out homework, usually research, as required and take increasing responsibility for their own learning.

135. Pupils are encouraged to become independent users of information technology and use their skills in other areas of the curriculum. They collect information in the form of tally charts, block graphs and pie charts in mathematics and transfer it on to databases. All pupils word process aspects of their work, particularly in literacy.

136. The quality and range of learning opportunities is satisfactory and the statutory curriculum is in place. The breadth, balance and relevance of the curriculum is satisfactory. Provision for pupils with special needs, and those for whom English is an additional language, is good. Pupils in Years 5 and 6 have the opportunity to attend a lunchtime computer club and its members are currently producing a school magazine. Pupils' social development is enhanced, as they work in pairs. There is equality of access and opportunity for all pupils, with opportunities for the more able to develop their skills further and for the less able pupils to receive additional support. The monitoring of pupils' performance is satisfactory. The use of assessment to inform curriculum planning is satisfactory.

137. Leadership by the new co-ordinator is good. He has produced a comprehensive action plan and intends to improve classroom hardware and software resources to develop further the use of information and communication technology across the curriculum. The scheme of work, based on national guidance, ensures continuity and progression. Resources are good and are used well, although more use should be made of the well-equipped computer suite. The match of trained teachers and support staff to the demands of the curriculum is good. The school's aims and values are reflected in the work of the subject. The priorities for development in the action plan are clear and the action taken to meet the school's targets is satisfactory. Information and communication technology remains a focus for school development. There is a commitment to further improvement and the capacity to succeed is good.

## MUSIC

138. At the time of the last inspection pupils' attainment in music was in line with standards expected nationally. Since that time, the curriculum requirements for music have been strengthened. The school has also experienced difficulties in recruiting teachers and these factors have both had an impact on the school's provision for music. Pupils' current attainment in music is below the standards expected nationally.

139. Instrumental tuition is provided free of charge to pupils through the local authority scheme. This gives pupils good opportunities to enjoy music and develop their skills. The pupils who play musical instruments attain good standards in their ability to read and play music. The school orchestra performs confidently in assembly and is developing well the skill of playing together. Members of the orchestra obviously enjoy their music making and their efforts are appreciated by other pupils. The school also has a flourishing choir which is open to all pupils. The choir led the singing in the school's hymn practice and also showed great enthusiasm in their rehearsal. They sing with a pleasant tone and are secure in pitch and rhythm. Pupils have the opportunity to take part in informal musical evenings and this is a valued part of school life. The choir sings at a local church as part of the Christmas festivities, and also performs at events organised by the Parent Teacher association. It regularly takes part in music festivals with local schools.

140. Whilst the school's provision for extra-curricular activities in music is good, there are weaknesses in provision for music in the main curriculum. The school's current planning means that music and art are taught in blocks for half a term each. The time allocated does not allow for the programmes of study to be covered in enough depth. The practice of teaching music in half termly units has a negative impact on the development of pupils' musical skills.

141. Time-tabling arrangements meant that only one lesson took place during the inspection. The teaching in this lesson was very good. The teacher had good subject knowledge and the lesson was very well planned and prepared. Pupils were enthusiastic and made imaginative responses to the music they heard. They listened well to a complex piece by the American composer Charles Ives, *Central Park in the Dark*, and had interesting ideas about how the composer had used music to create images in their minds. They then talked about a picture by Renoir, *At the Moulin de la Galette*, and worked in groups, using percussion instruments to create sound pictures to accompany the picture.

142. A scrutiny of pupils' work, discussions with pupils, and a review of teachers' planning show that standards in music are below those expected nationally. In assemblies the younger pupils enjoy singing but older pupils are less enthusiastic and many do not readily join in. In discussion, pupils show an insecure understanding of musical terms and have little experience of composition. They do not record compositions using standard or non-standard forms of musical notation. When asked about music they have listened to, they speak of a very limited range of styles and periods and are not knowledgeable about music other than the popular music generally enjoyed by pupils of their age.

143. The school has computer software for music but this is not appropriate to develop the skills expected by pupils in Years 3 to 6 and does not support the development of musical skills for this age group. Progress in music since the previous inspection is unsatisfactory. As a result of staff changes and difficulties in recruiting suitably qualified teachers, music is co-ordinated by a member of the school's senior management team. The co-ordinator has extensive management responsibilities and music is not at present a high priority in the school improvement plan. This means that music is not at present identified as an area for development.

## PHYSICAL EDUCATION

144. Standards of attainment are in line with those found nationally for pupils aged 11. In games a significant number of pupils attain standards above those expected, because of good teaching in lessons and good provision for extra-curricular activities. The school provides its pupils with a broad and balanced curriculum, which is designed to promote their physical development and social interaction.

145. Lessons in games and gymnastics were observed during the inspection. Year 6 pupils attend swimming lessons at the local pool and they make good progress because of the high quality teaching by the instructors and the accompanying teachers. By the end of Year 6, most pupils meet expectations to swim 25 metres employing recognised strokes. Many can do more.

146. Pupils enter Year 3 with a sound basis for further development. Guided by knowledgeable and challenging teaching, they develop good ball skills. In two Year 5 lessons pupils were taught skills of sending, receiving and striking a ball, and how to apply these skills with some accuracy in small sided games. Teachers' good knowledge of the subject, effective use of their own demonstrations and those by pupils, and good pace to teaching, ensured that all pupils, including those with special educational needs, made good progress in their learning.

147. Good provision of extra-curricular sport such as athletics, football and netball, enhances pupils' learning and their sense of achievement. Discussions with teachers and analysis of their planning indicate that pupils achieve well in dance because they are taught the skills and techniques systematically. Gymnastic skills are also effectively taught, but in the lesson observed pupils made only satisfactory progress because they spent too much time queuing for apparatus. Pupils in Year 6 take part in a wide range of activities during their annual residential trip. Staff report that pupils enjoy these activities, are good ambassadors for their school, and are well taught to develop skills of a problem-solving nature.

148. Teaching was good in two of the lessons seen and satisfactory in two. Other evidence such as discussions with teachers about swimming provision and observation of extra-curricular lessons, indicate that teaching is good overall. Teachers have secure knowledge of the subject and plan their lessons with clear learning intentions.

149. Lessons begin with good warm-up sessions and are generally structured well enough to keep pupils warm and to allow them enough time to explore, practice and improve their skills at the level of which they are capable. In the best lessons, teachers make good use of rest periods for pupils to demonstrate their techniques as a stimulus for improvement. Throughout the school, there is good emphasis on teaching the correct skills. Teachers have developed positive relationships within their classes. As a result, pupils enjoy their lessons, behave well and work together safely and co-operatively. All teachers are aware of the needs of less able pupils and ensure that they are fully included in lessons. Teachers are always appropriately changed for lessons, and pupils follow this good example by bringing their kit.

150. The co-ordinator is very knowledgeable in all aspects of the subject and provides good support for teachers. He is aware that because of the constraints of the curriculum, there is not enough time for pupils to attain good standards in all aspects of physical education. There is a good supply of resources for games lessons and these are used efficiently. The accommodation, both indoor and outdoor, allows the curriculum to be taught effectively.

Links with sports clubs and frequent opportunities to take part in inter-school competitions support pupils' social development and sense of achievement. The school is grateful for the support parents provide in helping with extra-curricular activities and in providing transport for competitions.

## RELIGIOUS EDUCATION

151. Standards of attainment are above the expectations of the locally agreed syllabus and this represents good achievement by pupils. These good standards have been well maintained since the last inspection. Teachers feel well supported by the syllabus and the school's scheme of work. Teachers ensure that the subject makes a strong contribution to pupils' spiritual, moral, social and cultural development.

152. The quality of teaching and learning in the lessons seen was good overall. Teaching was very good in two of the lessons seen, good in two and satisfactory in two. The very good teaching is characterised by effective questioning which involves all pupils in discussions. In these lessons, teachers use a range of stimulating teaching strategies. In a Year 6 lesson, for example, pupils' were given the opportunity to meditate in the style of Buddhist monks. The teacher made effective use of candlelight and soft music to focus pupils' attention. This activity made a strong contribution to pupils' spiritual development. They later described how they felt calm and peaceful during meditation.

153. Guided by good teaching, pupils are increasing their understanding of Christianity and of the richness and diversity of other faiths such as Buddhism, Islam, Sikhism and Hinduism. This benefits from the good subject knowledge of teachers, who research the subject well, and from the effective support of learning support assistants. Throughout the school, teachers ensure that pupils not only learn *about* religion but also *from* religion. Pupils are taught to understand that holy books such as the Bible, the Torah and the Qur'an contain rules for living, and they are guided by teachers in applying these in their own lives.

154. By the end of Year 6, as a result of the good quality teaching, pupils relate many of the concepts of different faiths to their own experiences, and go beyond this to discover more about religious beliefs, ideas and structures. They develop a good understanding that different faiths share some common features. The role of festivals and the importance of caring for the environment and for each other, are well understood. In a good Year 5 lesson, pupils were considering the importance of water to a range of religious communities such as Christian and Hindu. The class teacher made effective use of Bible stories and of traditional tales to achieve the learning intentions of the lesson.

155. The support provided for pupils with special educational needs is of good quality. This ensures that they are fully included in lessons and allows them to achieve appropriately. The learning and understanding of all pupils are well supported by the sensitivity with which teachers approach Christianity and other faiths, and by the issues raised in religious education and personal, social and health education lessons. Teaching is well used to reinforce moral values and to help pupils recognise their own value as individuals. In lessons, pupils are made aware of how religious beliefs affect people's lifestyles, and the importance of showing respect for the beliefs of others. A very good example of this was seen in a Year 5 lesson where pupils were successfully encouraged to express their views on vegetarianism. Although pupils discussed opposing views they listened respectfully to each other's opinions. Pupils are well behaved in lessons, and their respect for people's different religious beliefs is a common feature.

156. The subject co-ordinator has very good knowledge and provides enthusiastic leadership. She monitors teachers' plans and pupils' work to ensure that the full programme is covered. There is a good range of artefacts, which is well managed and put to good use to support teaching and learning. However, bibles seen in use were old and worn and need replacing. While pupils make visits to the local parish church, no visits are arranged to other places of worship.