

INSPECTION REPORT

ST PHILOMENA'S RC PRIMARY SCHOOL

Orpington, Kent

LEA area: Bromley

Unique reference number: 101653

Headteacher: Mrs. Mary Riley

Reporting inspector: Mrs. Jane Lamb
Rgl's No: 2153

Dates of inspection: 2 - 5 July 2001

Inspection number: 196545

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 –11 years
Gender of pupils:	Mixed
School address:	Chelsfield Road Orpington Kent
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs. A Greenidge
Date of previous inspection:	15-18 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2153	Jane Lamb	Registered inspector	English Music Equal opportunities English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed?
9405	Josephine Philbey	Lay inspector		How high are standards? b) 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?
5565	Bimla Thakur	Team inspector	Foundation Stage Science Information and communication technology Design and technology	How good are curricular and other opportunities offered to pupils or students?
3961	Michael Raven	Team inspector	Pupils with special educational needs Mathematics Art Geography History Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Philomena's Roman Catholic Primary School is situated in Orpington in the London Borough of Bromley and is an average sized school with 216 pupils on roll; 106 boys and 110 girls. On entry to the school the children's attainment is about average, but varies from year to year. The number of pupils eligible for free school meals is about average. The social circumstances of the pupils are also generally average and there are few pupils from minority ethnic backgrounds. The school has identified 64 pupils as having special educational needs, which is above average. Two pupils have statements of special educational needs. There are just above average numbers of pupils with English as their additional language. The number of pupils moving in and out of the school each year is low.

HOW GOOD THE SCHOOL IS

St. Philomena's is a good school, which benefits from very strong and effective leadership by the new headteacher and the deputy head. It fully meets its aims and has improved well since the last inspection and is in a good position to improve even further. Pupils' standards of work are above average in almost all subjects and younger children in the Foundation Stage and older pupils throughout the school are generally achieving well. The teaching is good, leading to good learning by pupils. The school provides good value for money from the budget it receives.

What the school does well

- The school is led very well by the new headteacher and the deputy head. They are effectively supported by key staff and the governors.
- Good teaching has a major impact on pupils' good learning and standards of work. Music teaching is a particular strength.
- Standards in almost all subjects are above average and for the youngest children they are above average in language and mathematical development.
- Pupils' attitudes, behaviour, moral and social development are very good.
- The school provides a rich, stimulating and varied curriculum.
- Relationships and the school's ethos are particularly strong and reflect the school's Mission Statement and aims well.
- Provision and support for pupils with special educational needs is good and contributes to their good progress.

What could be improved

- Information from assessment is still not used precisely or consistently enough in planning lesson objectives for groups of pupils, including the more able, gifted and talented.
- The school's monitoring of standards of pupils' work by observing lessons does not yet include all subject co-ordinators or governors.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made further good improvement since the last inspection in 1997 when it was also judged to be good. The curriculum is well planned, using the national strategies for literacy and numeracy and national schemes in other subjects. The provision for the youngest children has also improved well. Standards of pupils' work in many subjects, including English, mathematics and science, assessment, teaching and learning, resources for learning and leadership and management have also shown good improvement. Given the strong leadership and good teaching, the school is in a good position to improve even further.

STANDARDS

The table shows the standards achieved by 11 year olds in 2000 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
English	A	B	B	B	well above average A above average B Average C Below average D well below average E
Mathematics	A	B	C	C	
Science	B	C	C	C	

At age 11, pupils' attainment in 2000 is above the national average and similar schools in English and in line with them in mathematics and science. Over the last 3 years, results in English have been above average. In mathematics and science, they have varied more. There is little difference between the results of boys and girls over the last three years. The school set challenging targets in 2000 in English and mathematics for pupils at age 11 and these were exceeded in English but not in mathematics. The provisional results for 2001 in mathematics, however, are very close to the targets set and show an improvement on last year's.

At age 7 in 2000, pupils attained well above the national average and similar schools in reading, average in writing, but below average in mathematics. Over three years, results in reading have been consistently well above average. In writing and mathematics they are more varied. Girls did not perform as well as boys in mathematics tests over the last three years, although they have in reading and writing. Teachers' assessments in science in 2000 were above the national average.

Standards of work seen during the inspection show that generally, pupils are working at good levels and are making good progress. The standards seen were better than those indicated in the previous report and there is also improvement from the results achieved in 2000 in mathematics and science. Much is demanded of the pupils and they respond very well indeed, although higher ability pupils in mathematics and science sometimes under achieve. Pupils with special educational needs benefit from a curriculum well tailored to their needs and consequently achieve well, often meeting national standards. Those with English as an additional language reach similar standards to other pupils and make good progress.

Standards of work in English, mathematics, science, design and technology, history, geography, art and music are all above those expected for pupils of the age group. Standards in singing are very good indeed. Children in the reception class are on target to exceed the early learning goals in communication, language and literacy and in mathematical development, by the end of the school year. They will achieve the goals for the other areas of learning. Standards are in line with those expected for pupils from Year 1 to Year 6 in physical education and information and communication technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils really enjoy their time in school. They are enthusiastic, try hard to succeed and do their best. They are proud of their own and others' achievements.
Behaviour, in and out of classrooms	Very good. Pupils are polite, respectful, caring and considerate both in lessons and around the school.

Personal development and relationships	Very good. Pupils enjoy and accept responsibility very well and are trustworthy and caring of others.
Attendance	Good. The school has maintained standards of attendance and promotes punctuality well.

Pupils are very enthusiastic, interested and well involved in lessons. There are harmonious relationships both in lessons and around the school and playground. Relationships between adults and children are very good and pupils are respectful and caring with each other. Good attendance and punctuality are well promoted and contribute well to pupils' learning.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 6 years	Aged 6-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching seen during the inspection was good in all classes, including the teaching of English and mathematics. It was satisfactory or better in all lessons and was good or better in seven out of every ten lessons. Teaching was very good in 26 percent of lessons and excellent in six per cent. No unsatisfactory teaching was seen. The high level of consistency of good teaching is the main factor in pupils' good achievement, progress and learning. The teaching of music is particularly strong.

Teachers manage their lessons well and have very good knowledge and understanding of the subjects they teach. They make lessons lively and interesting and bring the work alive for their pupils, who respond with a great deal of enthusiasm and involvement. Work is generally well matched to what the pupils need to do next, although there is sometimes a lack of challenge for more able pupils in mathematics and science. The school makes particularly good use of specialist teaching, such as in music and sports coaching. Literacy and numeracy are well taught and used well in other lessons to consolidate pupils' learning. The school uses resources for learning well and extends teaching and learning by visits out, visitors who come in to work with pupils and teaching French to older pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is rich varied and stimulating and extends beyond the National Curriculum. The curriculum for under sixes fully reflects the areas of learning.
Provision for pupils with special educational needs	Good. Support, both by teachers and support staff, is of good quality and enables pupils to progress well. Pupils' needs are quickly identified and effective help provided.
Provision for pupils with English as an additional language	Good. The good support given to these pupils enables them to learn English quickly and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is particularly good in personal, moral and social development.
How well the school cares for its pupils	Satisfactory. This is good in offering care, support and guidance for pupils and satisfactory in procedures for child protection and ensuring pupils' welfare.

The school works well with parents who are supportive and positive about their children's education. The curriculum is rich, varied, well planned and stimulating and is generally well matched to pupils' interests and abilities. The curriculum for the foundation stage is generally good in all the areas of learning, but the provision for outdoor play is currently insufficient. The school has planned to improve this next year. All statutory requirements are met. The school cares well for its pupils, and is caring and concerned about their welfare. Training in child protection has not taken place although the school has planned this for all staff and some governors early in the next term.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school benefits from very strong and effective leadership by the new headteacher and deputy head. Key staff are generally well involved in this and the governors are interested and supportive.
How well the governors fulfil their responsibilities	Good. Governors take their roles very seriously and are very interested, well informed and involved in shaping the school's future.
The school's evaluation of its performance	Good. The school analyses thoroughly how well it is doing in order to decide what further improvements are necessary.
The strategic use of resources	Good. All resources are used fully and effectively to get best value and promote good provision.

The school is very well led by the new headteacher and very able deputy head. They are generally well supported by senior staff and the governors are interested and well involved. The school staff are well deployed, supported and trained. The accommodation is adequate in size but the condition and decoration of parts of the building are poor; this leads to some health and safety hazards about which the school is very concerned. The school's monitoring of standards in lessons does not yet include all subject co-ordinators or governors. The principles of best value are used well to promote good value for money in spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They are comfortable approaching the school. • The school expects their children to work hard. • Behaviour is good. • Children make good progress. • Teaching is good. • The school is well led and managed. • Children like school. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Children's homework.

- Some parents are unhappy about the cramped space in which they have to wait while seeing their children in and out of school. The inspectors agree with parents that the space for waiting is restricted and cramped. The school will review the situation.
- The range of activities outside lessons is, in the inspectors' view, adequate for older pupils but more limited for the younger pupils.
- The inspectors looked very carefully at the homework provision, particularly for the four older year groups, and found that it was satisfactory, marked and relevant to what the pupils were learning in lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, standards by the time the pupils leave school at age 11 are above national averages. At age seven standards are also above national averages overall. There is no significant difference in the attainment of girls and boys in the standards of work seen during the inspection and there is little difference between the results of boys and girls over the last three years. The good standards represent good achievement and progress from pupils' generally average attainment on entering the school. There is good improvement from the previous inspection in standards in English and science at Key Stage 2, and mathematics, geography, and art throughout the school. The inspection evidence and provisional 2001 test results for eleven-year-olds in mathematics and science show a trend of improvement, which is being maintained. The school set challenging targets in 2000 in English and mathematics for pupils at age 11 and these were exceeded in English but not in mathematics. The provisional results for 2001 in mathematics, however, are very close to the targets set.
2. At age 7 in 2000, pupils' attainment was well above the national average and similar schools in reading, average in writing, but below average in mathematics. Over three years, results in reading have been consistently well above average. In writing and in mathematics they are more varied. Girls did not perform as well as boys in mathematics over the last three years, although they did in reading and writing. Results of teachers' assessments in science in 2000 are above the national average. The inspection evidence showed little difference between the attainment of boys and girls at age seven.
3. Standards of work seen during the inspection show that most pupils are working at good levels and are making good progress. The standards seen were better than those indicated by the results in 2000 in mathematics and science as a result of improvements in teaching. Provisional 2001 test results for eleven-year-olds in mathematics and science support this and show further improvements from last year's. Much is usually demanded of the pupils and they respond very well indeed. Pupils with special educational needs benefit from a curriculum well tailored to their needs and consequently achieve well, often meeting national standards. Those with English as an additional language reach similar standards to other pupils and make good progress.
4. Standards of work in English, mathematics, science, design and technology, history, geography, art and music are above those expected for pupils of the age group. Some of the more able pupils in mathematics, science and information and communication technology are not yet sufficiently extended in some lessons and, hence, are under achieving. Standards in singing are very good indeed. In physical education and information and communication technology, standards are in line with those expected nationally.
5. By the time they leave the reception class, younger children exceed the early learning goals for six-year-olds in communication, language and literacy and in their mathematical development. These are areas of basic skills, which are particularly important to their future academic learning and progress. They are in line with the early learning goals in knowledge and understanding of the world, personal, social and emotional development, creative and physical development. This represents good achievement and progress in communication, language, literacy and mathematical development from their generally average attainment when they start school. Children with special educational needs are identified early and are well supported to catch up. Children with English as their additional language are also supported well to make good progress.
6. The teaching of literacy is at least good throughout the school and has led to above average standards by the end of the reception year and Years 2 and 6. Pupils' skills in literacy are consolidated well by being used in many other subject areas. The teaching of numeracy is also generally good and has had a strong impact on pupils' learning and the standards attained, which are above the national average.
7. The achievement of pupils with special educational needs is good with regard to the progress they are making towards the clear and focused targets set for them in their individual

educational plans. The range of support in class and by withdrawal and the consistently good teaching are factors in this. Pupils who have more specific needs either have a formal statement of need, or there is an application for one in progress. Good records are kept of the pupils' attainment and these are used to inform the planning of work, teaching and support for pupils.

8. Pupils who have English as an additional language are making good progress and are well supported. Basic skills are well taught by all staff and the school makes lessons accessible to the pupils through support staff and teachers with good levels of expertise.
9. Parents are happy with the standards achieved by their children and feel that the progress they are making is generally good.

Pupils' attitudes, values and personal development

10. Throughout the school pupils' attitudes to learning, their behaviour and their personal development are very good. These aspects have improved well since the last inspection. The pupils are friendly, courteous and happy. Relationships between pupils and staff are very good and the school has a general sense of warmth and good order.
11. Parents report that pupils are happy and eager to come to school. The pupils want to achieve well and listen carefully to directions given by their teachers. All pupils, even the very youngest, enjoy answering questions posed in lessons and assemblies and contributing to classroom discussions. An excellent example of this was seen in a Year 2 geography lesson, when pupils were enthusiastically recalling their knowledge and ideas about India. Most pupils throughout the school sustain concentration and work well independently; this was particularly noticeable when pupils were using computers. Pupils are polite to visitors and never miss an opportunity to smile warmly and greet visitors in the corridors and classrooms. Parents are pleased with the school's family atmosphere and the values their children acquire.
12. Pupils' behaviour is very good. They are very well behaved in lessons and move around the school building in a very orderly way. In the hall at lunchtimes, the atmosphere is friendly and sociable and characterised by courtesy and good manners. Pupils play well together in the playground and enjoy each other's company. No harassment or bullying was observed during the inspection. There have been no exclusions over recent years.
13. Almost all pupils form very good relationships with each other and with teachers and adults. Most pupils are sensitive and caring towards each other and have particularly good respect for the views and beliefs of others. The prefect system is very effective with older pupils caring for the younger ones sensitively, especially during lunchtimes and assemblies. Pupils work effectively both individually and collaboratively. On a number of occasions pupils were seen working well in pairs and groups. A good example of this was seen in a Year 6 French lesson when the class was set up as a shop. Pupils took the roles of shopkeepers and customers using their knowledge of the language to buy and sell.
14. The pupils' personal development is also very good. They have a clear sense of responsibility and when given tasks, carry them out diligently and cheerfully. The prefects understand their roles; they are trustworthy and responsible. Older pupils help in the library and the office as well as general duties throughout the school. Younger pupils are anxious to help their teachers in the classrooms by putting out books and tidying at the end of the lessons. A litter squad ensures that the school is free from rubbish, especially in the playgrounds.
15. Attendance throughout the school is good and above the national average. Unauthorised absence is in line with the national average. Attendance has improved considerably during the last three years. Parents understand that good punctuality is expected and most pupils arrive to school on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching seen during the inspection was good in all classes, including the teaching of English and mathematics. It was satisfactory or better in all lessons and was good or better in seven out of every ten lessons. Teaching was very good in 26 percent of lessons and excellent in six per cent. No unsatisfactory teaching was seen. The high level of consistency of the good teaching is the main factor in pupils' good achievement, progress and learning and shows good improvement since the last inspection. The teaching of music is particularly strong.
17. In the best lessons, teachers have very good subject knowledge and high expectations of pupils' work and behaviour. They also have very good classroom management skills and there is good use of time and a brisk pace of learning. Relationships with pupils are very good and they are generally well supported and extended according to their needs and previous attainment. This includes pupils with special educational needs. Support staff give very effective help in lessons and are well deployed. Major strength of the best teaching are the confidence, liveliness and enthusiasm of the teachers, which encourage, interest and motivate the pupils well and extend their learning so that they are making at least good progress. Resources, including computers, are well used to support learning in lessons.
18. Teachers plan lessons well, with clearly identified learning intentions for the class and different work matched to the previous attainment and needs of the pupils. Information from assessment is used well generally, particularly when setting pupils' targets, but it needs to be more consistently and precisely used in lesson planning to identify learning intentions for groups of pupils, particularly the higher attainers in mathematics and science in some classes. Currently the planning varies from teacher to teacher in this respect.
19. Literacy teaching is at least good and often very good or excellent and this is having a major impact on pupils' speaking, listening, reading and writing in all subject areas. The teachers work hard to ensure that pupils are making good progress and that pupils' learning is focused and thorough. Volunteers who come into school to hear readers also have a good impact. The school is successfully implementing both the literacy and numeracy strategies, which are monitored by the headteacher, deputy head and co-ordinators.
20. Teaching in English is good, with more than half of lessons being very good or excellent. A strength of this is the good knowledge and expertise of all staff. The introduction of the literacy strategy has had a beneficial effect on teachers' expertise in the subject. The targets set for pupils are challenging and were exceeded in 2000 and teachers develop the literacy skills of pupils extremely well in other areas of the curriculum. In English, higher attainers are well supported and generally achieve standards in line with their abilities, but group objectives for these pupils are not sufficiently identified in teachers' planning, which lags behind the good teaching practice seen.
21. In mathematics, teaching is good and the national numeracy strategy and scheme are being well utilised. This is raising further the standards of pupils' mathematical and number skills and these are also used well in other lessons to promote further learning. Insufficiently precise use of assessment data to set specific objectives for more able pupils, however, has resulted in insufficient challenge in some mathematics lessons for these pupils. This also applies to the teaching of science, which is good overall, but lacks precision in planning group objectives for pupils, resulting in a lack of challenge for some more able pupils. Consequently, some of the most capable pupils are not doing as well as they could in mathematics and science.
22. Teaching in music is a particular strength of the school, in the high expectations, expertise and enthusiasm of the teachers and the interesting and varied range of activities taught, which motivate the pupils well. Teaching is also judged to be good in art, history, and geography and also good in the Foundation Stage for younger children. In information and communication technology and physical education, teaching was satisfactory overall. Teaching was not observed in design and technology, due to the timetabling of the subject.
23. The quality of teaching of pupils with special educational needs is also consistently good. Teaching plans provide relevant opportunities and support for pupils to work at the targets identified in their individual plans, and there is consistently good liaison between class teachers and other staff supporting in the classroom. Some pupils are also withdrawn for short periods each week, either individually or in small groups, and this provision is also well focused and of

good quality. Staffing provision in all classes is good, and often includes support staff. This ensures that the range of needs, particularly for pupils with literacy difficulties, is well met. Pupils' records show clearly their progress over time, and observation confirmed this progress.

24. Pupils with English as their additional language are taught well and are making good progress. Teachers and support staff have good levels of expertise in moving the pupils on quickly and ensure that pupils are working according to their capabilities. Many of these pupils are achieving the same level as the rest of their classes in all subjects, including English.
25. Because of this good teaching, the quality of pupils' learning is also good throughout the school with very good learning seen in 25 per cent of lessons. Pupils are confident and enthusiastic in using their previous knowledge, skills and understanding in new learning tasks. They have an appropriate understanding of their own progress for their ages. Their attitudes to work are also good; pupils are hard working, cooperative and share resources well with other pupils. They show good confidence in their use of computers and other technology to support their own learning and growing independence. The brisk pace of teaching in lessons and good management of pupils has a good impact on the hard work, good progress and effort put in by the pupils. Higher and lower attaining pupils are learning at equally good rates of progress in most lessons, although there was some under-achievement by more able pupils in some mathematics and science lessons. In English, more able pupils are, however, well extended. The youngest children are well supported early on to acquire quickly literacy and numeracy skills and good learning habits.

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

26. The curriculum is broad, rich, balanced and relevant to the needs of the pupils in school, and reflects the school's aims, supporting well the pupils' spiritual, moral, social and cultural development. Since the previous inspection, the school has maintained its curricular strengths, and there are also many improvements. The range of subjects in the curriculum offered by the school meets statutory requirements for all subjects, including physical education, where there were some weaknesses reported in the previous inspection. Pupils in Years 5 and 6 also receive lessons in French, which is taught on a weekly basis for just under an hour.
27. Literacy is promoted well through other subjects of the curriculum, and there are good opportunities for using and applying pupils' numeracy skills. Information and communication technology (ICT) is taught successfully through other subjects. There are good links with parents on children's entry to school and with local early years' providers; this helps children in the settling in process in their new environment. There are well-established links with the large number of secondary schools to which children transfer, preparing them well for the next stage of their education.
28. The school day is well organised for all age groups, and the curriculum fits neatly into a tightly managed school week; available time is used effectively. There is good emphasis on teaching literacy and numeracy in school, which is reflected in the time allocated to these subjects. The national literacy and numeracy strategies have been implemented successfully throughout the school and standards in these areas have risen as a result. ICT is a priority area for development and is being used well for supporting the curriculum. There is a new computer suite, which is well equipped and computers in all classrooms are connected to the Internet. There is a good action plan to move forward the subject in the near future. There is a satisfactory amount of homework to consolidate and extend the classroom work in some subject areas.
29. Overall, there is satisfactory provision for children in the Foundation Stage, which has much improved since the last inspection. The policy is due for revision but the provision covers all areas of learning effectively. Suitable provision for outdoor play is currently lacking for the younger children due to the lack of direct access from the classroom, but there are plans to address this next term. While there are opportunities to learn from the well-organised role-play areas within the classroom, there are fewer opportunities for spontaneous play through which children can organise their own learning on a daily basis. Procedures for assessing children in the Foundation Stage are at an early stage in relation to the early learning goals: this means that the needs of the children are not always taken into account fully while planning activities in

different areas of learning. Assessment takes into account the literacy and numeracy strategies, and there are detailed records on children's progress in reading, writing, and phonic awareness. These assessments inform teaching well and have good impact on children's progress in these areas.

30. The curriculum subject policies have mostly have been reviewed to bring them in line with the new requirements, except for geography, for which a new co-ordinator has been appointed for September. The school has adopted the national schemes for most subjects, while retaining the best elements of the existing schemes, and adapting these to suit its needs. This is helping to ensure that the curriculum is stimulating and that there is a good range of learning opportunities for pupils through a variety of activities. There is an effective approach to both medium and short term planning, and an overall plan for the year provides a clear view of the curriculum for each year group, including the reception class. The subject co-ordinators usually oversee the long and medium term plans, which are also reviewed by the headteacher on a regular basis. This provides an effective check on the breadth of pupils' experiences against the National Curriculum programmes.
31. The headteacher monitors the planning on a weekly basis, and this provides a good check on breadth, balance and coverage of the curriculum. She provides effective feedback on how to make improvements to the plans and is supportive of teachers. This shows good curriculum leadership by the new headteacher and is an improvement from the last inspection. The core curriculum co-ordinators have a strong role in managing, leading and developing their subject areas. They have been effective in raising standards, which are presently above average in many subjects including English, mathematics and science. They have also had an active role in monitoring the implementation of the national strategies for both literacy and numeracy and a direct role in monitoring teaching by classroom observation. However, at present, there is no overall strategy to ensure monitoring by direct classroom observation of other subjects. At present there are no co-ordinators for English and geography, and the headteacher is covering these subjects on a temporary basis, providing a good role model in difficult circumstances.
32. The governing body is involved in evaluating the school's curriculum and noting its strengths and weaknesses. For example, the governor responsible for ICT plays an active part in monitoring the provision, and makes regular visits to the school. However, this is not extended to all governors with subject responsibilities, and there is scope for developing further the monitoring role of governors.
33. The school has a policy and programme for personal, social and health education (PSHE), which includes citizenship. This develops pupils' knowledge, skills and understanding well. Religious education forms the main basis for teaching PSHE in school, and in addition, there is designated time for teaching the recommended strands through other means, such as the broadcast assemblies. Pupils are taught sensitively about decision-making and how this impacts on life. There is satisfactory provision for health education through science, physical education and subjects such as design and technology. Pupils are made aware of the dangers of drug abuse through using facilities provided by the borough; the school nurse provides useful support in health related matters. Sex education is provided sensitively, there is a clear statement from governors on sex education and the school meets the statutory requirements.
34. Pupils with special educational needs have a good level of support in accessing the curriculum at their levels of need. They are well supported during the literacy hour and in numeracy and other lessons. The support assistants work closely with teachers to plan their work and to support groups and individuals with their classroom activities. Teachers identify their pupils' needs at an early stage, and have devised clearly targeted individual education plans, based on specific needs. Pupils with special educational needs make good progress throughout the school, often in line with others, and in relation to their previous attainment. The school fully complies with statutory requirements.
35. There is a policy for equal opportunities and there is equal access to the curriculum for pupils. The school has identified a small number of pupils who are gifted or talented in an aspect of the curriculum and is planning to devise a strategy for extending the curriculum to meet their individual needs.
36. Some parents are concerned about the range of extra-curricular activities provided by the school. The new headteacher has responded promptly to these and recently there has been

an increased level of activities in school throughout the week, both during lunchtimes and after school. Presently, there is a satisfactory range of extra-curricular activities, which helps to enrich the curriculum, especially for the older pupils. The range includes activities such as football, netball, tennis, choir, drama and recorder groups. The school has plans to extend these to include dance and drama, and art and craft clubs from September. The range of activities for the younger pupils is more limited.

37. The curriculum benefits from good contacts with the community. From time to time students from local schools and training colleges help pupils with their learning. There are good links with the local business partnership, and the school makes full use of the facilities it can offer. The school is part of a local cluster for out of school hours learning aimed at developing pupils' emotional and social skills. Visitors to the school are invited to share first hand experiences with pupils. During the inspection, a visiting speaker gave a stimulating talk for pupils in Year 6 and showed slides on World War II. A similar talk was arranged earlier from a retired policeman, who also shared his experiences of World War II. Year 2 pupils had good opportunities to learn more about India when a group of parents and helpers assisted in an excellent geography lesson.
38. There are good opportunities for educational visits for most classes to places of interest both within and outside the locality, including a day trip to Bologne, residential visits to Norfolk for Year 6 pupils and visits for out-door adventurous activities. Visiting theatre groups also make the curriculum more stimulating, for example, through a history performance for Year 3 on the ancient Greeks.
39. The overall provision for pupils' personal development is very good. Much is done to develop attitudes and values consistent with the school's Mission Statement and the strong Catholic ethos. Provision for pupils' spiritual development is good. The school promotes well reflection, religious beliefs, moral values and tolerance for others. The school assemblies provide a good basis for pupils' spiritual development and there was also a positive emphasis on spirituality through the broadcast assembly used. There are good opportunities for spiritual development through subjects, such as music and science and through the school's sensory garden. Singing during assemblies is particularly good; pupils sing with joy and expression and listen responsively to the entrance music.
40. Provision for pupils' moral development is very good. Teachers are good role models for the pupils. Pupils are given a very clear understanding of the difference between right and wrong, and the impact of their actions on others. The 'Golden Book' provides many examples of good deeds and acts of kindness. There is a prefect system in operation, and the head boy and the head girl are good role models for others. Pupils show very good behaviour throughout the day, and are highly responsive to the values taught during assemblies. There is a very caring and welcoming ethos throughout the school.
41. The provision for pupils' social development is also very good. The very good relationships promoted throughout the school encourage pupils to work and live harmoniously together. Pupils are given good opportunities to work together in lessons and they co-operate well during their daily activities. Pupils show respect for others and are caring towards the younger pupils. Pupils are encouraged to consider the needs of the wider community, and they help to collect for charity for a number of worthwhile causes, for example, needy children and families. Parents are very pleased with the way the school helps their children to become mature and responsible citizens.
42. Provision for pupils' cultural development is good. Pupils are helped to appreciate a wide range of cultures through visits out and visitors to the school. Assemblies include other faiths and subjects, such as history, geography and religious education are used productively to develop pupils' multicultural awareness. Pupils in Year 2 have developed good awareness of different life styles, values and beliefs that are prevalent in India, through their learning as part of a geography topic. The teaching of French through role-play and the trip to Bologne also makes a good contribution to pupils' social and cultural development. Materials throughout the school generally reflect the diversity of our society and broadcast material reflecting our wider multicultural society is particularly well used.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school makes good provision for the education, personal support and guidance of the pupils. The school also provides a secure and calm environment, which has a warm and friendly atmosphere, and pupils are happy to come to school. When difficulties arise pupils can, and generally do, turn to a member of staff of their choice for help and guidance. On the week of inspection pupils interviewed were most appreciative of the unfailing support of their headteacher, including her loyal support at football matches, regardless of weather conditions.
44. The school's arrangements for promoting the welfare, health and safety of pupils are satisfactory overall. The designated person for child protection is the headteacher and she is fully aware of procedures that must be followed if any concern arises. She is about to undertake the formal training on child protection and has also arranged in-school training for all members of staff to make them aware of child protection issues. There are appropriate policies to support health and safety and there are a number of trained first-aiders. All accidents are methodically recorded and parents advised if necessary. Parents are particularly pleased with the care, comfort and support given by the office staff to children who feel ill or distressed, including those children in need of medication throughout the school day. Lunchtime supervisors keep a watchful eye on behaviour in the lunch hall and playground. Whilst this supervision is often appropriate and always well intended there are times when supervision is over rigorous and unnecessary, particularly for younger pupils, as all pupils are generally well behaved, polite and courteous.
45. There are a number of concerns regarding the dilapidated condition of parts of the school building and playground. A section of the wire fencing surrounding the playground has broken away and currently protrudes into the pupil's play area. This presents a health and safety hazard. On rainy days leaking occurs through many of the windows, particularly on the upper floor, leading to dampness, mould and flaking plaster. This is a potential health and safety hazard. The headteacher and governors are well aware of these concerns but cannot rectify all these problems due to current budget constraints. There are also insufficiently high standards of cleanliness in some parts of the school building.
46. Pupils understand well that good behaviour is expected of them. Procedures for promoting pupils' discipline and good behaviour are very good. Class rules are discussed with pupils at the beginning of term. Class teachers praise pupils for good work and behaviour and this works well. Pupils enjoy receiving stickers for effort and achievement and the chance to be nominated for a headteacher's certificate and their names recorded in the 'Golden Book'. The 'Talent' assembly each Friday enables pupils of all abilities to celebrate their achievements. On the rare occasions when a pupil's behaviour is unacceptable, appropriate systems are in place to deal with the problem. Most parents and pupils are adamant that, if a problem with bullying is experienced, the class or headteacher will deal with it immediately and effectively.
47. There are good procedures in place for monitoring attendance, absence and punctuality. Registration takes place before both sessions and attendance is recorded correctly in class registers. The school has put in place good strategies for improving attendance and punctuality by making parents aware of their relevant responsibilities through letters and information.
48. The school assesses pupils' work well and keeps comprehensive and informative records about how well they are doing academically. The results of these assessments are well used to inform the school's overall curriculum planning, set targets for improvement and raise standards. The particularly good system of tracking pupils in English and mathematics has been a significant contributor in the raising of standards over the last two years. This has enabled the school to focus on areas of teaching and learning that needed to be improved to raise pupils' attainment and has been successful. This system takes into account the results of the baseline assessment made in the reception class and follows the pupils through the school to determine the effectiveness of teaching and learning in improving their work. This is a good improvement on the previous inspection findings.
49. The use of this assessment information to determine precise objectives in planning for different groups of pupils in lessons is not as well developed, particularly in planning for supporting higher ability pupils in English, mathematics, information and communication technology and science, although objectives specifically for pupils with special educational needs are well identified. The school has, however, identified those pupils who are gifted and talented and is planning to set targets to meet their specific needs. Assessment information in the Foundation Stage is not yet used consistently enough to plan activities for different groups of children in all the areas of learning, although it is used well in communication, language, literacy and mathematics.

50. Pupils with special educational needs are identified and assessed early on and if necessary, appropriate individual plans and targets are set for them, which are then used to plan their work and to assess their progress. The performance of boys and girls is carefully analysed both in testing and through teachers' own assessments to monitor the achievements of different groups by their sex. Pupils of different ethnic groups are also monitored to ensure that they are achieving appropriately.
51. The monitoring and support of pupils' personal development are good and all pupils are well supported. The teachers know their pupils well and keep a close eye on their personal development although this is not formally recorded. Personal, social and health education are promoted through the 'Here I Am' programme in religious education and in assemblies. The school offers many opportunities for pupils to take responsibility; for example, pupils in Year 4 were writing letters to the headteacher 'applying' to be monitors, as part of their English work. The prefect system gives older pupils the chance to be responsible and care for younger ones as well as carrying out other duties within the school. Younger pupils have more simple tasks such as returning registers, tidying classrooms and monitoring duties. Pupils are encouraged to think about the feelings of others. In one class, the pupils' task had been to imagine that they were entering school for the first time in a foreign country and they were asked to write about their emotions. Pupils' personal development is enhanced through many school outings including a day trip to Bologne and residential visits.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents' views of the school are positive and the school works hard to encourage and promote a good partnership with parents. Parents confirm that their children enjoy coming to school and they are pleased with the progress they make. They feel that behaviour is good overall and have nothing but praise for the school's standards of pastoral care. Parents who responded to the questionnaire, those who attended the meeting and parents interviewed on the week of inspection, were appreciative of the commitment of the headteacher and her staff and their aims and expectations for their children. These positive views are confirmed by the inspection.
53. Some parents have minor concerns about the school's performance in two areas. They feel that pupils do not always get the right amount of homework and did not agree that there is an interesting range of activities outside lessons. The inspection finds that class teachers are setting homework tasks for pupils in line with the school homework policy. Scrutiny of pupils' homework diaries and books confirm that homework is marked regularly. Displays of pupils' topic homework, such as Victorian Times, are placed in the library for all to see. The school provides sufficient out of school activities for junior age children, albeit most of these are connected with sport and some activities only take place during the summer months. More recently the school has started a drama club and arts and crafts club. After school activities for younger children are, however, more limited.
54. A significant number of parents have concerns regarding the school's request that they do not cross the white line in the playground when bringing their children into school. The school is, understandably, concerned that if younger children and toddlers are not properly supervised by their parents in the playground, their safety is at risk. However, the bottleneck caused is sometimes a problem in this restricted area, because of the numbers of parents attempting to see their children into school. The inspection agrees with parents that this long-standing arrangement should be reviewed.
55. The school recognises that liaison between home and school is most important and has endeavoured to maintain and improve the positive relationships and communication with parents outlined in the previous report. The quality of information provided for parents is now good. The school's prospectus and annual governors' report are both welcoming and professional documents, and clearly written for parents and pupils to understand. Parents receive regular newsletters advising them of school activities, news, events and other general school information. The last inspection report stated that curriculum information for parents of junior age children was limited. The school has rectified this problem and all parents now receive detailed fact sheets at the beginning of each term. These contain information on class work and current topics and make parents aware of what their children are learning in the classrooms and how they can help at home.

56. The school holds regular, well-supported parents' meetings to discuss pupils' progress and actively encourages informal contact at any time by parents. Most parents are emphatic that, should they have any concerns, the class or headteacher will see them immediately. Parents are satisfied with the quality of pupils' annual reports. The school is, however, improving the format of these reports for 2001 to include more details on how pupils can improve their work and provide space for formal parental comment.
57. Parents are actively encouraged to be involved in the life of the school and they complete a home/school agreement. Currently a good number of parent helpers and other volunteers work effectively to broaden pupils' experience in school. They help in class with activities such as reading, art and general classroom assistance and they support school outings. On the week of the inspection, for example, two grandparents were invited into a history lesson to answer questions about seaside holidays in the past, whilst another local visitor talked to pupils about his experiences in World War II. Parents give their full support to school productions and join their children for special assemblies and harvest Mass. There is an active and enthusiastic parent-school association, which raises substantial funds through various activities, such as the annual Fun Day, Christmas Fair and weekly tuck shop. This hard working committee has provided the school with resources, such as computers and is slowly refurbishing classrooms with much-needed new chairs and tables.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The overall leadership and management of the school by the headteacher, deputy head, staff and governors are good; that of the headteacher and deputy head are very good. The good relationships between the headteacher and senior staff and the overall vision for constantly improving standards, teaching and learning are particular strengths. The new headteacher, ably supported by the deputy head, is determined, hard working and highly committed to improving further all aspects of the school. Since her appointment, many improvements have been made in the updating of resources for learning and in ensuring some improvements to the building and grounds. She is well aware that much further work on the fabric and decorative order of the building is needed. There is a very good partnership also between the headteacher and governors, who are supportive, interested and well involved in the life of the school. All staff and governors have a shared vision for the welfare and care of the pupils and work together well to promote their best interests and achievement. The deputy head also has full time teaching responsibilities and co-ordinates key curriculum areas. During part of the current school year, the headteacher also taught part-time in Year 6 during a teacher's absence, to maintain pupils' standards of work. This direct teaching by the headteacher and deputy head supports their monitoring of both standards and teaching, which is well developed. The school is meeting its stated aims and runs smoothly and efficiently. Since the last inspection there has been further good improvement in the leadership and management of the school.
59. The expectations and overview of the senior management team and governors make a major contribution to the strategies for maintaining and improving standards of pupils' work. The headteacher and deputy head have built an effective team of staff who are well involved in improving standards and provision. The headteacher, in particular, is very effective in her leadership of school initiatives and her quest for school improvement. The very able deputy headteacher is fully involved in this leadership and undertakes the responsibilities delegated to her well. The efficient and friendly administrative staff contribute well, and there are good systems in place which allow the school to run efficiently.
60. There are positive links with the governing body, which is supportive and well involved. A considerable number of governors visit the school regularly and governors are receiving good levels of support and training from the local education authority. There are appropriate governors' committees and this ensures that the statutory duties of the governors are fully met. There are regular and informative reports to the governors by the headteacher, which ensure that the governing body is fully involved in the educational decision making and improvement of the school.
61. The good school development plan covers a manageable and relevant range of objectives, is clear and concise and has an overview of next year's objectives. It is drawn up in consultation with staff and governors and they are directly involved in monitoring the targets in the plan. The targets fully reflect the need to maintain and improve standards throughout the school and

the plan has manageable timescales for action. The plan is linked well to the school's budget and educational priorities are costed precisely.

62. The school has put in place good systems of assessing standards of pupils' work, and the monitoring of teaching and learning by the headteacher and deputy head is good; that of senior staff is satisfactory. This provides an extensive range of assessment data and information, which are used well to set school, class and individual pupils' targets. The role of curriculum co-ordinators in directly observing lessons needs to be extended further to ensure that there is a full range of information on the implementation of strategies to raise standards of work further. Governors now also need to be more directly involved in monitoring standards of pupils' work in lessons.
63. The school is successful in meeting its targets, except for the challenging target for the end of Key Stage 2 in mathematics tests in 2000. Following a detailed analysis of these results by the headteacher, staff and governors, strategies were put in place to raise standards further. These are now taking effect and good improvement can be seen. Provisional information for the 2001 tests in mathematics shows that the school is now very close to its target and that standards have improved considerably.
64. The governing body is fully involved in the setting of strategic objectives and has a good understanding of the strengths of the school and any areas for development. They have a particular concern about the decorative order and condition of parts of the building and governors have taken action to improve this and have persistently sought help and advice on the areas of concern, some of which remain.
65. The governors are well led by a Chair of governors who has a strong commitment to the school. Governors participate fully in the educational direction of the school and make prudent judgements related to the school's priorities and spending. The specific grants received are clearly focused on the intended pupils and spending decisions are linked fully to the identified priorities in the school development plan.
66. The school's systems for financial planning are good. They involve discussions at management level before decisions are made and refer to the last annual plan. Educational priorities are then identified in the school development plan, as are staff and time implications. The implementation of the literacy and numeracy strategies, the initiative for information technology, staffing and supply cover costs have had major budget implications for the school over the last two years. Despite this, the school has maintained its programme of gradually improving the building and resources. Governors are involved in taking a positive strategic role in planning and monitoring the use of financial resources and discussing ways of achieving best value. Money allocated for specific purposes is used effectively. Funding for special educational needs is well directed to the targeted pupils and used very effectively.
67. The resources and staffing available to the school are adequate overall and are gradually being improved. They are also effectively managed and used well to improve the provision further. Staffing levels are adequate for the school and all staff are well qualified to teach the age range. Teachers and support staff are well deployed to ensure that pupils' needs are met, and that pupils have full access and inclusion to the curriculum. The building, although spacious and pleasant, is in poor condition in parts and needs to be improved. Governors are well aware of the improvements needed and have already undertaken some redecoration and work improving safety. They are, however, very constrained by the money available currently in the budget and that needed to make further improvements. They have used the budget allocated to them with care and prudence. The accommodation is, however, well used and the teachers and support staff work hard to ensure that attractive and informative displays and pupils' work are used to make an attractive learning environment despite the worn and shabby decorative order of many parts of the building. The learning resources are generally adequate in all subject areas and are gradually being extended. In information technology and design and technology they are good. All resources are used well in lessons.
68. The arrangements for managing special educational needs provision are good. The governors fulfil their statutory responsibilities through the responsible governor and in the annual report to parents. The policy fully complies with the Code of Practice and has been recently reviewed. Pupils' special educational needs and the good progress they make are monitored well by the class teachers and support staff. The school and the provision represent good value for money. The school has also identified pupils who are gifted and talented and is drawing up guidance on how their needs are to be best provided for.

69. The school compares its performance closely with that of other local schools and with schools nationally with similar intakes. There are good links with other schools and institutions. There is effective use of the resources available, the school uses the principles of best value well and offers good value for money from the budget it receives.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. The governors, headteacher and staff need to:
- 1) extend the use of assessment information to set objectives for groups of pupils, particularly the more able, gifted and talented in lesson planning, particularly in English, mathematics, science and information and communication technology, and in the planning for all areas of learning in the Foundation Stage, (*see paragraph number 49*)
 - 2) develop further the school's existing monitoring of standards and teaching in lessons to include all curriculum co-ordinators and the governing body. (*see paragraph number 62*)

In addition to the key issues above, the school needs to consider the following weaknesses for inclusion in the action plan;

improving the condition and appearance of the shabby and neglected parts of the building and monitoring carefully the impact of these on the pupils. (*see paragraph number 67*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed ; 2 ungraded for teaching

52

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

28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	20	44	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		216
Number of full-time pupils known to be eligible for free school meals		24

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		64

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	1

Attendance 1999/00

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	14	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	13	14	10
	Total	29	30	26
Percentage of pupils at NC level 2 or above	School	94 (91)	97 (75)	84 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	13	10	13
	Total	29	26	29
Percentage of pupils at NC level 2 or above	School	94 (91)	84 (97)	94 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	14	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	20
	Girls	13	10	13
	Total	30	26	33
Percentage of pupils at NC level 4 or above	School	88 (86)	76 (82)	97 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	20
	Girls	13	10	12
	Total	29	28	32
Percentage of pupils at NC level 4 or above	School	85 (82)	82 (79)	94 (86)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	2
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	212
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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: YR– Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	27:1
Average class size	30.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	102.5

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	444,346
Total expenditure	449,497
Expenditure per pupil	2081
Balance brought forward from previous year	6000
Balance carried forward to next year	849

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	216
Number of questionnaires returned	115

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	47	3	0	0
My child is making good progress in school.	54	39	5	1	1
Behaviour in the school is good.	54	46	1	0	0
My child gets the right amount of work to do at home.	30	48	20	2	0
The teaching is good.	52	43	3	0	2
I am kept well informed about how my child is getting on.	32	50	16	3	0
I would feel comfortable about approaching the school with questions or a problem.	58	33	6	1	2
The school expects my child to work hard and achieve his or her best.	56	39	3	1	1
The school works closely with parents.	40	42	14	2	3
The school is well led and managed.	51	41	3	0	5
The school is helping my child become mature and responsible.	49	46	4	0	1
The school provides an interesting range of activities outside lessons.	12	41	34	9	4

Other issues raised by parents

Some parents are unhappy about the cramped space in which they have to wait while seeing their children in and out of school.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. Children enter the reception class as four-year-olds at the start of the school year in which they become five. There are two intakes, in September and in January; 15 children are admitted each time. Currently, the reception class has 30 children, and all but two are five years old. Children's initial assessments confirm that they enter the reception class with generally average attainment. They are making good progress throughout the year. By the time they are ready to start in Year 1, most reach the early learning goals in all areas of learning; in communication, language and literacy and in mathematics many exceed the goals. Presently, some children are working at National Curriculum Level 1, in relation to reading and writing and in their recorded number work, and many are working towards this stage. There is satisfactory provision overall for children in the Foundation Stage, which has much improved since the last inspection. The policy, however, still needs revising. The overall provision is satisfactory and will be good when the plans for improving outdoor learning opportunities are implemented next term.
72. Teaching is generally good in all areas of learning and the children make good progress over the long term, which is an improvement from the last inspection. Children develop good learning skills and enjoy coming to the school. There are interesting areas of learning within the room; the book area and the role-play areas are particularly attractive. Children's behaviour is good and they follow well established routines. Records are kept of the children's assessments and progress, and the information is generally used well to plan activities for the future. However, the criteria for assessing children's progress is not focused sufficiently on the early learning goals in all areas.
73. The planning is satisfactory and the activities are generally based on the early learning goals. There are opportunities to move on to the more demanding work in the early stages of the National Curriculum. During the summer term, children in the reception class benefit from the more structured activities of the literacy and numeracy sessions, in line with the rest of the school. There is a close working relationship between the reception class teacher and the support assistant in planning, teaching and assessing the children's learning; this particularly benefits children with special educational needs in accessing the full range of activities that are provided.

Personal, Social and Emotional Development

74. By the time they leave the reception class, most children achieve the early learning goals in this area. Children's personal, social and emotional development are well taught and promoted throughout the day through all areas of learning and this contributes well to their positive attitudes towards learning, and their good behaviour. Children with special educational needs are well supported and make good progress in this area.
75. Children enjoy and respond well to the activities that are offered. They are attentive and stay on task for long periods at a time. During the registration and during structured activities, children are encouraged to use their literacy and numeracy skills, and to take turns and listen to what others have to say. They are developing appropriately their confidence in speaking in front of others in class. They learn to play co-operatively and they share their books and resources during day-to-day activities. Through classroom rules, they are developing a good awareness of what is right and what is wrong.
76. Children are learning about self-care, health and hygiene issues through their imaginary seaside trips related to their 'big book' and they are becoming aware of safety aspects, including protection from the sun. Children mix and play well with others from a different ethnic background. They form good relationships with adults. They have good opportunities to celebrate important events, such as their birthdays and religious festivals, to which they respond well.

Communication, language and literacy

77. Most children are well in line to reach the early learning goals in this area by the end of the foundation stage, and many exceed them. The more able children, and some of average ability, work within the National Curriculum Level 1. There are detailed records on children's progress in reading, writing and in their phonic awareness, showing good progress overall. These assessments usefully inform the day-to-day teaching, which is good and are having good impact on children's progress in these aspects.
78. Children speak with confidence and assurance to each other and to adults. Most children show at least satisfactory skills in speaking and listening. Good strategies are used to develop their talk in a variety of contexts. Children's listening skills are developing well through direct teaching during the literacy and numeracy lessons.
79. Through a well-structured programme in literacy, children have become well aware of the letter/sound relationships. The teacher involves children in suggesting words, which begin with a certain sound, for example, with 'sh' for 'ship' and 'shell', and helps practise the correct formation of letters, both by writing 'in the air' and on the white board. Children also practice their sounds and writing by using their phonic worksheets. Through using well-known stories and rhymes, children are becoming well aware of the different sound and spelling patterns within words.
80. Children use a range of strategies while reading; to guess new words, they use picture and context cues and their knowledge of phonics. Children know most of the consonant and vowel sounds, and can recognise common words. Some children understand the use of speech bubbles, and most read with good comprehension. There is a well-organised book area in the reception class. Children enjoy reading and listening to stories from the 'big books' and books read by the teacher. Parents are involved in supporting their children's reading at home, using books and lists of words that are sent on a regular basis. This is a useful support and helps to improve the standards in reading.
81. Children realise that writing can be used for many purposes. They are encouraged to do their writing independently, for example, using their class theme of 'The Seaside'. The more able children manage to write independently about their imaginary or real trips to the seaside. Children write their own name and lists of words, labels and sentences related to their class themes. They use their pencils skilfully to form recognisable letters and words. The more able children form their letters and words accurately and write them by spelling words phonetically, showing a good knowledge of letter and sound relationship. The teacher makes good use of a computer program as an aid to children's phonic recognition and discrimination. Children use the program and control the mouse with confidence.

Mathematical development

82. By the end of the Foundation Stage, most children attain the early learning goals for mathematics, and many exceed them. All children in the reception class count every day objects reliably to ten, and many can count well beyond 20. This is often observed during the registration times. Children know the sequence of numbers to 20 and say which number comes one before or one after while ordering numbers to 20. They take an active part in the mental and oral work during their formal lessons, and solve simple problems involving two sets of numbers. The teacher has high expectations of them and encourages them to explain how they have worked out solutions in their heads. The teacher uses good mathematical vocabulary, such as 'How many more do we need to make ten or 20?' and 'How many frogs on the lily pad altogether?' Children respond well to the teacher's questions and make good efforts at calculating their answers. They are well behaved and let the teacher know when they are ready by a show of hands. The teacher praises them often, especially when they have remembered the rule of not calling out answers. Teaching is generally good.
83. Children recognise the numerals one to nine and use them to label sets of objects. The majority can do recorded sums of addition. The work is well matched to their ability levels. However, too often worksheets are used, with pictures of objects, in place of practical activities involving real objects. As a result, considerable time is spent in cutting and sticking pictures and the children sometimes forget the purpose of the activity. Through practical activities they say what is 'one more than' or 'one less than' the number suggested by the teacher.

84. Through working with sets of numbers and shapes, children are developing a good awareness of number patterns. They are also developing a good awareness of time especially relating it to their daily activities. Children's counting skills are further reinforced through using the computer, for example, to compare blocks of coloured cars in a graph. The support staff ask useful questions to develop learning further.

Knowledge and understanding of the world

85. Children's knowledge and understanding of the world are satisfactory and they generally meet the early learning goals by the time they are six. Good teaching of this area was observed during the inspection. There are good opportunities to learn from science experiments. Children learn to test whether materials will float or sink. They learn to predict and use the word 'predict' in their talk. They test objects such as a marble, twig, cork and a sponge. They observe what happens when an object is put in the water tray. They show their surprise when the sponge first floats and then sinks, and are given good opportunities to ask questions and to respond to the teacher's questions.
86. Children's work samples show that they have been learning about their senses through practical activities, such as 'Guess the smell', 'What can they hear?' using hidden parcels. Children have been encouraged to investigate different smells, flavours, sounds and materials using their senses. They have opportunities to play outside with sand and water, investigating their properties, where they also have good opportunities to observe plants as they grow. They have been learning about the life cycle of a frog.
87. Through religious activities, children are developing a good awareness of their own culture. However, there are limited opportunities for them to learn about people from other cultures and beliefs. Classroom resources and displays do not reflect the diversity of cultures reflected elsewhere in the school.
88. There are planned opportunities for the children to make models of boats that will float and pirate hats for their role-play, using a variety of materials. Children use their scissors skillfully. They cut, stick and assemble materials for their pictures and models, using re-cycled materials.
89. There is a computer in the reception class, which is used well to support their learning. Children's skills are developing well through using the computer. Pictures, generated through the computer, are mounted and used for classroom displays, giving children a sense of pride.

Physical development

90. **Children's physical development is satisfactory, and by the end of their reception year, most reach the early learning goals. There are regular opportunities for them to take part in structured physical activities in the school hall. Children take part in dance lessons and this helps them to develop their body control and co-ordination. Children use their imagination to move in 'watery places' and make good use of the space. They are developing a good awareness of the effect of the exercise on their bodies. The teacher used taped material selectively and well to develop the necessary ideas and skills, and asked relevant questions. Children respond enthusiastically to music and they dance with energy, showing satisfactory development of skills. Children with special educational needs are well supported by the support staff and make good progress.**
91. **Within their classroom, children are developing well their fine motor skills by using tools and equipment such as scissors, pencils and glue sticks, with increasing control. They use clay and plasticine well to mould and make different shape and models.**
92. **Children have access to the out-door garden space, where they may play with sand and water and wooden toys, such as the 'Noah's Ark' and their building blocks. There is also access to a toy car with wheels, which they use out of doors; however, on the whole for children of this age, there is a lack of suitable provision for out -door play and play equipment, which the school acknowledges. Opportunities are restricted for the younger children in developing specific skills used while riding a bicycle. The school has made plans to improve the out-door play provision next term.**

Creative development

93. In this area of learning most children reach the expectations of the learning goals and make good progress. Their classroom displays show that children experience a wide range of creative activities that includes art, music and imaginative play. Teaching is satisfactory. They use a good range of resources, tools and materials, to express their ideas and feelings.
94. Children sing and enjoy singing number and nursery rhymes, such as 'Five Little Frogs'. This also helps them to develop a better understanding of mathematical ideas. They sing together co-operatively with pitch, rhythm and tempo, and play action and number games at the same time. They are confident in singing in front of others and participate well in the games. They also respond well to music in their dance lessons.
95. There are good opportunities to explore children's ideas and feelings through imaginative play. There is a role-play area and at present it holds the 'pirate ship'. Children are encouraged to use their imagination as they send messages in a bottle to their friends. Children's imaginative play is helping them to develop their personal and social skills and skills of communication. However, there are restricted opportunities for spontaneous play through which children may organise their own learning. Children have this opportunity on a Friday, when they explore their own ideas through a free choice of activities, but this could usefully be spread over the week.
96. Children draw, paint and colour their pictures, which are used for displays around the room, making the learning environment very stimulating. Children have created boat pictures, ocean pictures and butterflies with prints, and have made hanging fish using a range of materials to explore colour, shape, texture and form in two and three-dimensions.
97. The curriculum in the Foundation Stage provides a good basis for future work at Key Stage 1 and there is good liaison between the stages through the co-ordinator.

ENGLISH

98. The proportion of pupils reaching the level expected for eleven-year-olds in the 2000 national tests was above average in English. The number of pupils reaching the higher level was average. When results are compared with those of schools with pupils from similar backgrounds they are also above average at Level 4 and average at Level 5. Over the last three years, the results at eleven have exceeded the national average for both girls and boys.

The school has set challenging targets in English for pupils and, in 2000, these were exceeded. No provisional results in English for 2001 had been received by the week of the inspection.

99. For seven year olds, the proportion of pupils reaching the level expected in the 2000 national tests and in comparison with schools with similar intakes, was well above average in reading and average in writing. In reading, the proportion of pupils reaching the higher level was above average, but in writing it was below average. Over the last three years, results in reading and writing have exceeded the national average for both girls and boys.
100. The previous inspection found that pupils' attainment at Key Stage 1, by seven years old, was above that expected nationally but at Key Stage 2, attainment in English was about average. The current inspection findings show a good improvement. Pupils at both key stages are exceeding the expectations for their ages in most aspects of English and are achieving well for their abilities. The standards in expressive and extended writing and in handwriting throughout the school are now particularly good and reflect the school's emphasis on raising standards in writing over the last year and the impact of the literacy strategy.
101. By the end of Key Stage 1, attainment in speaking and listening is generally good in both aspects and pupils are given good opportunities to speak for many purposes. Attainment in reading is often very good; pupils are confident readers who understand well and are able to read with good expression and fluency. Pupils learn to read using well-structured reading schemes and by learning to recognise familiar words and sound out unfamiliar ones. The higher attainers are able to explain the plots and their favourite parts of a story, giving sensible reasons and recalling well. They are also able to predict what will happen next and are beginning to understand more subtle meanings. Attainment in writing by the end of the key stage is now also good, particularly in the good range of writing activities and pupils' expressive and creative work. Spelling standards are satisfactory and the school is planning to improve this. There are very good opportunities for pupils to write for a wide variety of reasons and different audiences. They are using cursive handwriting well throughout. Computers are well used for writing in a variety of forms and pupils' skills are well developed.
102. Pupils at the end of Key Stage 2 are achieving well and attaining above expected standards in speaking and listening. They have developed good confidence in speaking for a variety of audiences and in expressing their viewpoints and ideas. They listen with care and are able to understand subtle meanings and inferences. Standards in reading, including comprehension skills, are good for the majority of pupils. They read a wide range of literature, are able to read for research and information gathering and have a great enthusiasm for literature. A particular strength of the reading is the lively expression and good fluency which many pupils achieve. Their written work is often of a very good standard and they can use words expressively in poetry writing and expressive writing, for example, about their own feelings. Computers are used appropriately to develop word processing and research skills in many subjects.
103. Pupils' learning and progress in all aspects of English are good for pupils of each level of previous attainment throughout the school. In lessons, pupils are given tasks, which are well matched to their abilities, including the more able pupils who are well challenged and extended in the teaching expectations and in their learning. The planning for English lessons, however, does not always reflect the good extension of pupils' abilities in the teaching observed and needs to be more precise in its objectives for groups of pupils and more consistent. Pupils with English as an additional language make good progress and many achieve the national average by the time they are eleven. Pupils who have special educational needs are very well supported to make good progress towards the targets set for them. Support staff, including classroom assistants, make a significant contribution to the good learning and progress of pupils. Pupils are able to consolidate and practise their existing skills and are confident in extending them in their new work. Pupils' literacy skills are good and these are well developed in other subjects, such as science, history, geography and religious education.
104. The National Literacy strategy has been well introduced by the school and there is a satisfactory range of resources for the subject, including an attractive fiction library, which is well used and well organised and non-fiction books, which are easily accessible to the pupils. The school has recently started to update the book stock and replace outdated and shabby books with a good range of well-selected readers and reference books. Pupils are given good opportunities for taking home reading books and other books and parents are appropriately involved in supporting their children at home through the homework set. Some parents also give their time as volunteers in school, which is very beneficial.

105. Teaching of English is consistently at least good and more than half the lessons seen were very good or excellent. It is well supported by classroom assistants who are skilful and well deployed. Strengths of the teaching include good subject expertise and confidence, lively and interesting lessons, good lesson organisation and pupil management and good emphasis on the teaching of basic skills. Higher ability pupils are well supported to achieve well. Teachers have good expectations of pupils' work and work hard to extend the opportunities for learning in English. Computers are also used well to support learning.
106. The teachers are very well supported by the headteacher as acting co-ordinator and there is a good policy, which has been reviewed recently. Strategies for planning work are generally good and pupils' achievement is well assessed. Information from assessment is used to plan future work but is not yet used sufficiently precisely in identifying group objectives for pupils of different abilities, including the most able. In this sense the planning lags behind the good practice seen in teaching. Assessment information is, however, well used to set class objectives and individual and school targets. The monitoring of teaching and standards in the subject by the co-ordinator in order to improve performance is good.
107. The overall provision for English, including literacy, is good and permeates the whole curriculum. There are rich, interesting, well-planned and relevant opportunities for learning. There has been good improvement in standards of work, teaching and in the breadth of the curriculum provision since the previous inspection.

MATHEMATICS

108. The overall results of pupils reaching the level expected for seven year olds in the 2000 national tests based on the average points scored, was below average. When the results are compared with the test results of schools with pupils from similar backgrounds, they are also below average. Over the last three years, results have varied from above average to below. The current inspection findings show an improvement from last year's tests, so that standards are now above average by the time pupils are aged seven. The main factor in this improvement is the school's adoption, two years ago, of the National Numeracy Strategy, the beneficial effects of which are beginning to show in improving standards. Provisional results in mathematics for 2001 show an improvement on the 2000 results.
109. In 2000, the proportion of pupils reaching the level expected for 11 year olds was average. It was also average compared with similar schools. Results over the last three years have varied from well above average to average. The inspection finds that standards have risen this year, thanks to the effective use of the National Numeracy Strategy, so that they are now above average by the time pupils leave the school at the age of 11. The provisional results for 2001 show that there has been an improvement and they are close to the school's challenging targets for mathematics.
110. There are no significant differences between the standards reached by boys and girls. Pupils who have special educational needs are supported well and helped to make good progress, consistent with their abilities. In some lessons, teachers do not expect enough of more able pupils, so they sometimes underachieve. Assessment information is not yet used precisely enough in some lessons to set specific group objectives for differently attaining pupils.
111. By the age of seven, most pupils recognise and use numbers up to 100 and 1000. They add and subtract to 100. Pupils recognise three-dimensional shapes, such as sphere, cuboid, pyramid, cone and cylinder and they recognise the number of faces and edges these shapes have. They measure in metres and centimetres and add money to make a given sum, saying, for example, that $10p+2p+1p=13p$. Pupils tell the time to half-past and quarter-past the hour.
112. By the time they are 11, most pupils read and write large numbers, such as 1,356,600, in words and digits. They apply their mathematical skills to real-life situations, for example working out how much it would cost to go on a day trip. They know what decimal numbers are and can express, for example, kilometres and tenths of kilometres as a decimal, for example 10.4 km. Pupils find the arithmetical average of a given set of numbers and they understand the term 'mean'. They change fractions to decimals, showing, for example, that $\frac{1}{4}=0.25=25$ per cent.

113. The quality of teaching is good overall, and this results in good learning and the above-average standards. Good teaching was seen at both key stages. In the best lessons, teachers start by outlining for pupils what they will do and learn in the lesson. This gives pupils a clear focus and helps them understand their own learning. Some good use is made of games loosely based on popular television games, such as, "Who wants to be a millionaire?" and "The strongest think" and this enthuses pupils well and makes them eager to take part and learn. The best lessons move along at a brisk pace, and this encourages pupils to make a good effort. A high proportion of lessons includes direct, whole-class teaching, and teachers take care that all pupils are organised so that they can see, hear and take part. Pupils with special educational needs are supported well, often by skilled classroom assistants, and they are helped to tackle the same lesson content as other pupils but in a modified form. There are some good examples of teachers using higher level materials, for example in Year 6, where pupils worked on tasks set to prepare them for the next stage of their education. But in some lessons too little is expected of more able pupils. They often do the same work as average pupils, but more of it, or work on an extension activity. They are not usually given tasks matched closely to their particular abilities and needs. A relative weakness of the teaching in several classes is that teachers do not allow enough time for whole-class discussion at the end of lessons. This is important to check on and consolidate what pupils have learned.
114. Some use is made of information and communication technology, for example to analyse and represent data pupils have gathered, but this is an area requiring more development.
115. The subject co-ordinator helpfully monitors teaching in all classes, but limited use is made of the information gathered to improve the quality of teaching. There is no formal and systematic checking of teachers' planning by the co-ordinator. The headteacher, however, carefully scrutinises all planning on a weekly basis and gives appropriate feedback to teachers to ensure that the programme for mathematics is fully covered and that there is a smooth progression of pupils' learning as they move from class to class through the school.
116. The school has made good improvement in standards since the last inspection, standards having risen from average to above average. The precise use of assessment information to match work to pupils' ability continues to be an issue as far as some of the more able pupils are concerned.

SCIENCE

117. Pupils' overall attainment in the 2000 National Curriculum tests for eleven year olds was average, and was in line with pupils in similar schools. A closer analysis of the test results shows that while the school's performance in science at the expected Level 4 was well above the national average, the proportion of pupils reaching a higher level was below the national average. The current inspection findings show an improvement from last year's test results in science, especially in relation to pupils attaining the higher Level 5. Provisional results for 2001 show that all pupils have reached the expected level, including pupils with special educational needs. Standards have much improved since the last inspection, particularly in Key Stage 2, when attainment was reported as satisfactory. Factors which influence this, are the increased emphasis on enquiry based learning and the very good leadership shown by the subject co-ordinator in improving the quality of teaching and learning throughout the school. Over the last three years, there has been no significant difference between the performance of boys and girls.
118. The proportion of pupils reaching the level expected for seven year olds in the 2000 Teacher Assessments in science was average. The proportion reaching a higher level, however, was well above the national average. The same is reflected when results are compared with those of schools with pupils from similar backgrounds. The current inspection findings show that the good standards in Year 2 overall have been maintained, and there is improvement from last year's results in relation to attainment in physical processes in science. Experimental and investigative work continues to be strength at the higher Level 3.
119. Pupils in Year 2 learn that humans are similar to each other in some ways and different in others; they explore human variation making observations and comparisons. By the age of seven, pupils know that all living things need food to grow and they identify healthy and unhealthy foods. They observe carefully changes in the human body as people grow, that is,

from a baby to a toddler, to a school age child, an adult, an old and a very old person. The more able pupils were able to communicate confidently some of the changes they had noted through members of their extended families. They observe the change in shape of things through pushing or pulling and how these forces are different and used in day-to-day activities. Pupils know about the use of electricity in homes and outside and also that safety matters.

120. Pupils in Year 6 observe carefully different types of rock, recognising how hard they are and testing their hardness through different methods, such as by scratching with a nail; they find out if rocks are permeable or not by dropping vinegar and other liquids on to them. By the age of eleven, pupils know the main properties of solids, liquids and gases; they find out which materials are best thermal insulators, and understand the difference between evaporation and condensation. They have a good understanding of plants, their growth and the cycle of reproduction, skeletons and their functions, and about animals in their habitats. The more able pupils explain well processes such as magnetism, gravity and photosynthesis.
121. Pupils' learning and progress overall is good throughout the school in all aspects of science. This is due to the good quality of guidance provided by the subject co-ordinator, and the good quality of teaching and learning. Pupils with special educational needs throughout the school have good support in accessing the curriculum, and they achieve results that match their ability, showing good progress overall. Pupils with English as an additional language achieve as well as their peers. The inspection findings confirm the rising trend at Key Stage 2.
122. Pupils' attitudes to science are very good. They enjoy the challenge provided by teachers through practical activities. They take a keen interest in activities, particularly those which require weighing, measuring and comparing results, as was seen in Year 2 during their scientific investigations. Pupils are gaining in confidence, and developing a good vocabulary. They provide good explanations, based on their observations and logical conclusions, as seen in Year 3, when explaining why the three sets of trays with cress seeds were different. Pupils in Year 6 had their favourite topics in science, based on their experiences of their own investigations. Relationships are very good between pupils and with their teachers. Pupils listen with a good attention span even when the teaching goes on for a longer time.
123. In the absence of a class teacher for Year 6, the headteacher stepped in to take over the responsibility of teaching science, and pupils have benefited from this arrangement: the provisional 2001 results show that all pupils have achieved at least Level 4 in their science tests. During the inspection, however, it was not possible to make a direct observation of teaching in Year 6 although pupils' work and records were closely scrutinised.
124. Teaching and learning in science are good overall, with a third of lessons being very good. Teaching has a number of strengths. The topic of the animal habitats in Year 4 is particularly well taught for which pupils have used the 'Sensory Garden' and their own Eco-logs. Teachers generally have a good subject knowledge, which is well supported by the scheme of work and by the enthusiastic co-ordinator, who monitors the subject well by looking at the planning and through direct observation. A strong feature is the attention paid to investigations throughout the school. Pupils know from an early age how to predict and understand fair testing. This was particularly evident in Year 2 and in Year 3. Teachers' expectations of pupils' understanding and skills are generally high, and they pay sufficient attention to the presentation and the quality of their written work. In a few otherwise satisfactory lessons, teachers had lower expectations of the more able pupils and the work was not sufficiently challenging for them.
125. Literacy is taught well through science. Teachers make sure pupils understand the vocabulary of science. For example, they ensure that they understand the difference between 'pollination' and 'germination' or between 'predator' and 'prey'. Pupils make their own notes, plan their investigations and record their activities, methods and conclusions. They also use ICT well to search for information and to make notes. Pupils are taught numeracy skills well through science, and often display their work as a graph, chart or a table. In Year 2 activities during the inspection included weighing, measuring and comparing results using standard and non-standard measures.
126. The leadership and management of the subject are very good. Sufficient time is allocated to science in all classes, and the time is used well. Double lessons in science allow teachers to conclude the lessons well and pupils to finish their work. The curriculum followed is good, based on the national scheme, with good planning showing the progression of topics in each class. Procedures for assessment are good, with samples of work and investigations being

collected at regular intervals in each year. Teachers use these well to identify strengths and weaknesses in pupils' understanding. However, the resulting information is not used sufficiently by all teachers to plan suitable work for the ability range within their class. Consequently, there is lack of challenge for the more able pupils, and their needs are not always met.

127. Resources are well stored, managed and used. There is satisfactory level of resources to support the well-adapted scheme of work. There is good access to the school's sensory garden to support work in science, especially in life and living processes. Pupils are given satisfactory amount of homework in science, and this is helping to raise standards in school. Teachers encourage the use of information technology, for example, CD-ROM to research their projects or to use during their investigations.

ART AND DESIGN

128. The standards reached by seven year olds are above average and better than those usually found nationally at this age. This represents an improvement since the last inspection, when standards were in line with national expectations. Standards at the age of 11 are also better than those usually found at this age. Here too, standards have improved since the last inspection.
129. Much good art- work is displayed around the school. The seven year olds use paint well, for example producing good quality portraits of King Charles II and Samuel Pepys in connection with their history lessons on the Great Fire of London. They have created an effective collage depicting the fire, making good use of a wide range of appropriate materials. They have also created an effective collage of figures at the seaside, in connection with their work on seaside holidays in the past. Pupils use a range of artistic techniques, such as marbling and wax-resist painting, for example, as they produce 'Faberge' eggs, decorated with sequins. There are good links with science, as well as history. For example, in connection with their work on forces, pupils have created paper-bag puppets, which they shaped, and string prints, produced by "pulling" painted string across paper.
130. Eleven-year-old pupils have designed costumes and made headdresses from other cultures and times, for example for the story of Oliver Twist from Victorian times, and Elizabeth I. They have studied the costumes worn at carnival time in the Caribbean, and produced their own designs for carnival costumes and headdresses. There is some good work with three-dimensional materials, such as clay, for instance, as pupils in Year 5 make and decorate clay pots in the style of ancient Egypt. Pupils in Year 4 undertake some adventurous work using photography to create representations of dreams in the style of surrealist artists, such as Salvador Dali.
131. The quality of teaching is good and this leads to good standards and good learning. Judgements are based on the two lessons observed, which were taught well, and the examination of work produced throughout the school. Teachers have good subject knowledge and understanding, and this helps them to stimulate pupils well and set high standards. There is also good emphasis in the direct teaching of skills, such as when Year 5 pupils were making clay pots. Some very good use is made of two teachers who have specialist expertise, particularly in teaching the older pupils.
132. The co-ordination of art is satisfactory and the co-ordinator keeps well up-to-date by attending relevant meetings and courses. Resources for the subject are adequate to teach the National Curriculum. The co-ordinator gives good help and advice to colleagues as necessary. She does not yet formally and systematically monitor teaching and this is an area for development.

DESIGN AND TECHNOLOGY

133. It was not possible to see any design and technology lessons during the inspection, as the subject is usually taught in blocks of time and was not being taught during the inspection week. The photographic and other evidence of this year's projects and displays of pupils' good quality work suggests that standards are good throughout the school and, by the time pupils are seven

and 11, attainment often exceeds expectations for the age. The standards have been maintained well since the previous inspection.

134. Pupils in Year 1 have designed and made their cereal boxes and cereals for healthy eating, selecting their ingredients carefully and evaluating their decisions. Pupils in Year 2 design and make their own lunch boxes, choosing a range of resources and considering the purpose of the end product. Their Easter cards with moving parts are attractive. By the end of the key stage, seven year olds are able to evaluate their products, saying what they like about them and how they could improve them. The designing and making of their vehicles with axles has been particularly successful. Their designs are generally detailed, showing, for example, different parts of the 'stretch limousine' and thinking about the comfort for the person who is likely to use it.
135. Pupils in Year 6 develop a range of techniques, skills and knowledge in designing and making. They use a range of materials to design and make their model shelters. There is good guidance available from the teacher and a list of questions to make pupils think about strategies for making their shelter more stable and stronger, selecting the resources carefully, and about the use and functions of the different parts. By the end of the key stage, 11 year olds make detailed designs of their chosen structures, make use of the computer for their designing purposes and develop a good understanding of the materials and components they use in their structures. They are able to evaluate, modify and refine their end products. They often work collaboratively to plan and evaluate their results, communicating the strength of their structures and how useful it is likely to be for the purpose intended.
136. There is good progress in developing pupils' knowledge, understanding and skills in both key stages. The photographic frames made by pupils in Year 3 bear evidence of the step-by-step approach used by pupils in designing, making, evaluating and modifying their results. There is evidence of a good range of work in Year 4 and pupils make very good progress. Progress remains steady in Year 5, where there is a limited range of work seen. Over the long term, pupils develop a range of techniques, skills and knowledge in their designing and making.
137. The curriculum leader provides very good advice and support through the policy document, schemes of work and through individual support to members of staff, although direct observation of lessons is more limited. The national scheme of work has been modified to suit the pupils' needs and each class does the suggested number of projects in the year. There is evidence of using ICT well in the designing and making process. Assessment and progression in skills are satisfactorily integrated into the units and teachers keep records of pupils' progress. The good range of resources for the subject are used well.

GEOGRAPHY

138. Standards throughout the school are above those expected nationally for pupils of this age group. The last time the school was inspected, standards were average at both seven and 11, since when they have improved well.
139. By the time they are seven, pupils understand some of the important differences between living in contrasting locations, such as Orpington and an (imaginary) Scottish island. They understand that places in differing locations have different facilities, so that they would not be able to go bowling, for example, on a Scottish island as they can in Orpington. They know about life in a small rural village in India, and how it contrasts with life in their home town. Pupils know that many homes in India are made of wood and straw, that the climate is much hotter and that people wear different clothes. They understand that there are differences in the landscape, for example that there are paddy fields in rural India. Pupils know about some of the important differences between their lives and those of children in rural India, for example, that children work in the tea plantations and only the boys go to school.
140. By the time they are 11, pupils know about some of the problems of coastal erosion around the coast of Britain. They know that coastlines vary in their geological structure and that this affects their vulnerability to erosion by the sea. Pupils make a valuable visit to North Norfolk and this makes a very good contribution to their understanding of this topic. They learn about and illustrate various forms of coastal protection, such as sea walls, revetments, groynes and gabions and know that these last from five to 100 years, depending on which type of protection is used. Some good use is made of pupils' skills in speaking, listening and persuasive writing,

as they argue the case for and against continuing coastal protection from different points of view.

141. The quality of teaching is good and this promotes good learning and leads to the high standards. Good use is made of visits to the school by people from other lands, for example, India, as well as visits to places of geographical importance, such as West Runton in North Norfolk. Some excellent teaching was seen in Year 2, based on very good subject knowledge. This lesson was lively and stimulating, drawing on many well-prepared resources, including the use of the Internet for pupils to find things out for themselves. It resulted in pupils making excellent progress in their learning about rural India. Although no teaching was seen in Year 6, an abundance of good evidence and discussions with pupils show clearly that pupils are taught well.
142. There was no co-ordinator for geography at the time of the inspection, although the headteacher was doing a capable job as caretaker co-ordinator. A permanent appointment has been made for next school year. A relative weakness is that there is no systematic monitoring of the quality of teaching in lessons. The subject makes a good contribution to the cultural development of the pupils.

HISTORY

143. Standards are high, as they were at the time of the last inspection. By the ages of seven and 11, pupils reach standards higher than those expected nationally. These good standards reflect the energetic, enthusiastic and knowledgeable co-ordination of the subject and the good teaching, which has improved since the last inspection.
144. By the time they are seven, pupils know a lot about life in the past. They know that the Great Fire of London was in 1666 and that it burned for three days and that only six people died. They know that Samuel Pepys wrote a diary and that is how we know much about the fire. Pupils write their own diaries about the fire, using their literacy skills well. They know that people in the past wrote with quill pens. They understand some of the important differences between the fire service today and in 1666. Pupils know that seaside holidays were also different in the past, for example, that people wore different clothes and that most people wore hats.
145. By the time they are 11, pupils have good knowledge and understanding of life in Britain during World War II. They know that many children of their age and much younger were evacuated from the towns and cities to the country, and why this was necessary. They know about air-raids and air-raid shelters and that many people died as a result of bombing. Pupils know that everyone was supposed to have a gas mask, even babies, and that some rich people even had gas masks for their pets. They know that food was rationed during the war, that people were urged to keep a pig and chickens, and what made this necessary. Eleven-year-old pupils know that historical evidence may be studied by finding primary or secondary evidence and that secondary sources are usually books or other written accounts.
146. The teaching of history is good and it contributes well to the achievement of high standards. In particular, some excellent use is made of well-informed and stimulating visiting speakers, for example the local resident who visited Year 6 during the inspection to show his slides and talk about life in the local area during World War II. Very good use is made of historical artefacts, drawing on teachers' own collections and those from the local library. Teachers have good subject knowledge and understanding and this enables them to explain things clearly and make history come to life.
147. The subject is co-ordinated well and there is some good monitoring of teachers' planning and the quality of pupils' work, including the compilation of a good portfolio of samples of pupils' work. An area for development is the monitoring of the quality of teaching by directly observing lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

148. Standards in information and communication technology (ICT) are in line with those expected for pupils of seven and eleven years of age at the end of each key stage, and are similar to those reported at the last inspection. There is some improvement since the previous inspection, particularly in the new computer suite and the use the pupils make of computers in other subjects throughout the curriculum. Pupils aged 11 use computers to make their notes on aspects of life during the World War II, supporting their history topic, and using the Internet to find more detailed information. Through discussions, they compare the use of the computer with other sources of information in history and consequently develop a clear understanding of when it is appropriate to use ICT. They are able to use the computer confidently for word processing and in data handling, linking their work to other subjects, such as literacy and geography. They have recently produced a newspaper 'The Kingswood Times'.
149. Pupils aged seven make use of a range of software to support their writing, painting and their work in mathematics. They gain confidence in using both the mouse and the keyboard and are able to save, retrieve and print their work. They log on and off the school network correctly, finding their own user area. Pupils in Year 2 use the floor turtle to control its movements, for example, to change direction and reach their chosen country, as part of their geography topic.
150. Pupils' learning and progress in all year groups are good, and even better in Year 4, where the computer is used extensively for research purposes across subjects. Throughout the school, pupils undertake a variety of tasks that enable them to learn and practise their skills through activities in other subjects. This has good impact on their learning. For example, pupils in Year 3 used the school network to search for information from the Internet, and managed to download relevant pieces of information for their project. They used their 'primary writer' program well to write about Beatrix Potter, as part of their topic on a famous person, incorporating both text and graphics. Pupils in Year 5 made good use of ICT in geography work to access the Internet and search for information. Graphics work displayed shows repeated patterns drawn by pupils in Year 5, using 'Dazzle'. ICT is used well to reinforce skills learnt in literacy and numeracy.
151. Pupils are enthusiastic about using the ICT facilities, particularly in the computer suite. They work well on their own and in pairs or collaboratively as groups of three. They discuss their work with others, supporting each other and waiting for their turn while using the printer. This was particularly noted in Year 1 while they sorted their colours and made their graphs of colour.
152. The teaching seen at both key stages is satisfactory overall and sometimes good. Teachers have sound expertise in the use of the computers and have coped well with the recent changes to the network system. Specific skills, such as the use of the keyboard, are taught systematically. Teachers have appropriate expectations of the outcome of their pupils' work, and some plan well to meet the needs of the pupils in their class. On the whole, however, planning for pupils of different abilities and skills is not yet consistently developed. Assessment of skills is satisfactory and there is a good system devised recently, but this is not yet used throughout the school. Teachers are in the process of receiving training from external providers, including the local authority, to equip them fully with the necessary skills and to ensure a full use of the teaching and learning potential of the computers. There is good expertise available in school to help teachers who may be relatively less confident and skilled.
153. Considerable improvement has been made in computer facilities since the last inspection in setting up the computer suite. The network facilities have greatly improved the pupils' experiences; each class now has a regular time slot for using the computer suite. However, there is further scope for improving the use of the equipment, both in the classroom and in the computer suite in order to raise standards further. Computers in the classroom are being used well, although the practice varies between teachers; some use ICT well to support their class topics in science, history or geography. Most teachers use the computer well to enhance pupils' literacy and numeracy skills in a range of contexts. The school's displays provide evidence of pupils using the computer to communicate information through data handling, relating to work in mathematics and science.
154. Resources for the subject are good. There is a ten-station network with sophisticated facilities for demonstrations to the whole class, and to oversee individual pupil's work, which teachers use to good effect. This is a good motivating factor for the pupils to do their best, without wasting any time. There is also a good range of software to teach the full curriculum. The school has recently acquired some more computers with help from parents to provide

additional facilities for pupils with special educational needs. This will take effect from September.

155. Leadership and management of the subject and the range of the curriculum are good. Many worthwhile activities are planned that link very closely with work in other subjects. The school is beginning to ensure that all strands of ICT are included. There is an audit of the use being made of ICT at present. Work on control technology and monitoring was observed, although modelling work was not seen during the inspection. Parents, students and governors provide

useful support during ICT lessons. There is a very clear and appropriate action plan to move forward the subject in the next year.

MUSIC

156. Standards in music overall are good throughout the school and above those expected for the pupils' ages. The pupils' singing is particularly good and makes a very good contribution to the life of the school and assemblies. The standards have been well maintained since the last inspection and teaching has improved.
157. Younger pupils are able to distinguish different effects using rhythm and pitch and can sing very melodically together while playing tuned and untuned percussion instruments. They are able to appraise music for atmosphere and effect and their listening skills are good. Year 2 pupils are good at singing in parts and are starting to make simple compositions together, supported well by their teacher. Older pupils understand simple musical patterns and can play instruments together with good tempo and rhythm. Pupils again have good musical appreciation skills and are able to identify some elements in pieces of music and to listen with good responsiveness, for example, in school assemblies. The oldest pupils are well extended to play and sing parts songs and harmonies and show good levels of confidence and enjoyment. There are good opportunities for pupils to learn simple patterns in music and to follow symbols and notation to help their pitch and rhythm. When singing together as a school pupils sing tunefully and expressively with very good pitch and diction. They know an interesting range of songs and sing with pleasure and enthusiasm.
158. Teaching in music is generally very good by both the specialist and other teachers and a good range of musical activities is offered by the school. The teachers have very good enthusiasm and expertise and are able to organise lessons well, so that pupils are given good opportunities to perform, play instruments, learn about the notation of music, compose and participate in choral singing. The pupils respond well to the high expectations made of them and are well motivated to learn. They are well behaved and hard working in lessons and enjoy what they are doing. They are keen to improve their skills and cooperate well in their group learning.
159. The subject is led well and mostly taught by an experienced and very skilful co-ordinator, who has a keen interest in the subject and a high level of specialist knowledge. The policy covers and often exceeds the revisions in the National Curriculum and the subject is monitored satisfactorily by her teaching in each class and keeping informal records of pupils' attainment. The use of this specialist teacher enhances well the curriculum and pupils' learning and adds to the expertise available to the school. The school has a small specialist music room, and the range of instruments and materials is adequate and reflects some world music, also including classical and folk music. The school is hoping to extend the number of keyboards, which will add well to learning resources for pupils. Pupils are given opportunities for performing in large groups for parents and the community. They often perform together in assemblies. There is good opportunity for listening to taped or performed music in school assemblies, which adds to pupils' spiritual and cultural development and their appreciation of a wide variety of musical forms. There are extra-curricular recorder lessons and choir and the co-ordinator is exploring the possibility of specialist instrumental tuition.

PHYSICAL EDUCATION

160. Standards in physical education are similar to those usually found nationally at the ages of seven and 11. By the time pupils leave the school, standards are similar to those found at the time of the last inspection. There is no difference between the standards achieved by boys

and girls. All the required elements of the National Curriculum are planned for, including outdoor and adventurous activities and swimming. This is an improvement since the last inspection. Most pupils can swim 25 metres by the time they leave the school at the age of 11.

161. The seven-year-olds work quietly and sensibly in dance lessons, which are based on taped programmes, which are used well. They clearly enjoy themselves. They behave well and try hard to develop and improve their movement sequences. Pupils show good body control and co-ordination. They are able to select movements with different dynamic qualities and use their movement to develop and perform short dances, moving in response to the music and other sounds on tape, such as the sounds made by whales under water. Pupils in Year 6 take part in outdoor athletics activities, such as relay races. They make good progress as they practise new skills, such as side-step skipping and the correct handling and hand-over of the baton in a relay race. They display body control and physical skills similar to those usually found at this age.
162. The quality of teaching is satisfactory overall. Some good use is made of a qualified tennis coach to teach pupils in Year 4. There is also some good use of specialist teaching from within the staff of the school, for example, to teach gymnastics to pupils in Year 3. In the best lessons, for example in Year 6, teachers have good subject expertise and this is reflected in good, clear demonstrations and explanations of the skills pupils are to learn. This means that a high standard is set for pupils, and it encourages them to try hard and do their best. Good lessons include plenty of good whole-class teaching and demonstration, interspersed with many appropriate opportunities for pupils to practise what they have been told and shown. This teaching has a good impact on pupils' learning. Pupils are generally well behaved and enthusiastic and use their existing skills well in learning new ones. They are also mainly well-behaved in athletics lessons, which took place in great heat during the inspection. Despite the heat, most pupils worked with energy and enthusiasm to achieve their best results.
163. The co-ordinator is to undertake further training soon, which will prepare him to monitor class teaching and standards in physical education more effectively. This is an area for further development.