

INSPECTION REPORT

HOLY INNOCENTS RC PRIMARY SCHOOL

Orpington, Kent

LEA area: Bromley

Unique reference number: 101661

Headteacher: Mrs Kathleen Kerr

Reporting inspector: Mrs Valerie Singleton
23044

Dates of inspection: 22nd ~ 26th May 2000

Inspection number: 196887

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Mitchell Road
Orpington
Kent

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Prangnell/ Mrs Baldwin

Date of previous inspection: January 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mrs Valerie Singleton	Registered inspector	Science	Results & achievements
		Art	Teaching
Mrs Jeanette Reid	Lay inspector		Behaviour, attitudes, personal development
			How well the school cares for its pupils
			Partnership with parents
Mrs Ruth O' Keeffe	Team inspector	English	How well the school is led and managed
Dr Kanwaljit Singh	Team inspector	Mathematics	Under Fives
Mrs Raminder Arora	Team Inspector	Information technology	How good are curricular opportunities
		Design Technology	
		Music	
Mrs Charanjit Ajitsingh	Team Inspector	Geography and History	Special Educational Needs
		Physical Education	Equal Opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Innocents Roman Catholic (Voluntary Aided) school is situated on the edge of Orpington in an attractive residential area. It is a larger than average primary school with 366 pupils on roll, the number of boys and girls being about equal. Children are admitted when they are four years of age. They all start school in the September and, at the time of the inspection, there were still 19 children who were under five. There are two classes for each age group apart from the older pupils, where there are three classes each with mixed Year 5 and 6 pupils. Pupils transfer to many different schools. Most pupils are white and British, although five have English as an additional language. Only nine pupils are eligible for free school meals, which is well below the national average. There are 13 per cent of pupils on the special educational needs' register, of whom two have a Statement of special educational need, both of which are well below the national average. Being a Catholic school, the pupils come from across the parish from mixed backgrounds, although most are from advantaged homes. Children enter school with well developed skills and are above average in many areas of learning.

HOW GOOD THE SCHOOL IS

Holy Innocents Roman Catholic primary school is an improving school and there are now high standards achieved in English and mathematics. Teaching is satisfactory overall, although there are too many lessons where it is unsatisfactory, because there have been many changes in the recent past. The behaviour and attitudes of pupils are good, both in and around the school. The school's aims are reflected in the supportive Catholic ethos. Although the school has above average income, it provides satisfactory value for money.

What the school does well

- Good procedures for tracking pupils' annual progress in English and mathematics have been introduced and standards attained by pupils in these subjects are good;
- Procedures for monitoring and improving teaching have been developed, and teaching in 45 per cent of lessons seen was good or better;
- The governors are now fully involved in the life of the school;
- Pupils have very good attitudes, there is good behaviour and positive relationships are engendered;
- Provision for social and moral development is good;
- A large number of pupils have access to individual music tuition and this is well supported by the school.

What could be improved

- The consistency of teaching and stability of staff;
- Standards of teaching and learning in information technology;
- Assessment procedures, so that teachers have a full picture of pupils' strengths and weaknesses in English and science, they use them well when planning, and pupils know how they can improve their work;
- The organisation and curriculum provision for children who are under five.

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

The strengths outweigh the weaknesses, although there are a number of significant issues that need to be addressed. The headteacher and governors should consider dealing with the following additional areas:

- improve the consultation and communication with parents;
- delegate more responsibilities for curriculum management to teachers;
- provide more opportunities to pupils to develop their creativity, independence and initiative in learning;
- make better provision for multi-cultural education and
- ensure all statutory requirements are met, with regard to the school's prospectus.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Following the previous inspection, the governors were not involved in a follow-up action plan, and there were no annual reports to parents on progress. The new headteacher has been in post two years and has made

significant improvements in the school, based on a prioritisation of needs, and has begun to address these issues.

A policy that agrees how each subject should be taught and learning opportunities that should be provided for pupils, has been agreed and produced, leading to better standards and more consistency in teaching. A new behaviour policy and home/school agreement have been produced that promotes pupils' self-discipline. All appropriate procedures for pupils with special educational needs have been introduced and these pupils are now making satisfactory progress in all subjects. Co-ordinators are being enabled to take more responsibility for their subjects, and effective procedures for tracking pupils' annual progress and setting high targets for progress have been introduced. The governing body are kept fully informed and are now involved in the decision making processes. The key issues identified in the last inspection are also being considered and addressed.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A	B	C
mathematics	A*	A	C	E
science	C	B	D	E

Key

well above average A

above average B

average C

below average D

well below average E

Children enter school with standards above those expected for children of that age.

Standards in the results of the national tests had dipped by 1999 and, compared to similar schools (based on the percentage of pupils who are eligible for free school meals), the school's results were average for English, but well below average for mathematics and science. However, the evidence of the inspection is that standards are improving and are now above that expected in English and mathematics by the time pupils are eleven. Pupils are expected to meet the school's targets in the national tests this year of 83 per cent reaching Level 4 or above in English, and 84 per cent in mathematics. Standards in science are at the expected standard, with good progress evident in investigative and experimental science. Standards in information technology are below that expected.

Pupils make satisfactory progress in all other subjects, although there are weaknesses within art, and design and technology. Singing is of a high standard and many pupils also benefit from receiving instrumental tuition, where they achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen and eager to come to school and their response in lessons is good overall.
Behaviour, in and out of classrooms	Most pupils behave well in class. They behave very well around the school and in the playground. They are courteous and respectful of each other and take care of their environment and property.
Personal development and relationships	Overall, pupils' relationships with staff and one another are very good.
Attendance	Attendance and punctuality are good.

The pupils' positive attitudes and values are a strength of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

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.

Out of 70 lessons observed, 45 per cent was good or better, 40 per cent was satisfactory, 10 per cent unsatisfactory and 3 per cent poor.

Teachers have high expectation of application and presentation. Teachers in year groups work closely together to ensure consistency. Pupils are managed well and this creates a good ethos for learning. Teachers use homework well to extend the classroom learning and reinforce skills.

There is consistently good teaching in mathematics and physical education. Teachers lack confidence in teaching information technology, and this is being addressed by the school. There are no overall weaknesses in a particular curriculum area or key stage, apart from some lack of subject knowledge in art and music. The judgement of the inspection is that teaching is satisfactory overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is in place with all National Curriculum subjects taught, but information technology has not been planned well enough to meet the needs of all pupils. Too much time is allocated to English at the expense of other subjects. The curriculum for children under five is too restrictive. There is no planned personal, social and health education programme.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. Targets on their individual education plans are clear and regularly reviewed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual development is satisfactory, but is not promoted well enough through all areas of the curriculum. There is good provision for social and moral development. Although the pupils' own cultural heritage is well promoted, the school does not effectively prepare its pupils in their understanding of today's multicultural society.
How well the school cares for its pupils	Good care is taken of the health and welfare of the pupils. There are good procedures for monitoring attendance and for promoting good behaviour. Although some procedures have been introduced to monitor pupils' progress, these are not yet used consistently throughout the school, apart from in mathematics.

The new headteacher has introduced many positive initiatives to encourage parents to take an active part in their children's learning and to be involved in the life of the school. Parental involvement is good with a high attendance at all meetings, good support for fund-raising events and nearly all help their children with homework. However, a significant number of concerns were raised through the parents' questionnaire and at the meeting held for parents before the inspection, and the headteacher has not yet gained the trust and confidence of all parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and governors now have a clear educational direction for the school, based on the promotion of high standards. They are working to build an effective, high performance management team. Significant positive changes have been introduced, which are beginning to have an impact on standards.
How well the governors fulfil their responsibilities	The governors now take a full part in shaping the direction of the school and are developing a good understanding of any strengths and weaknesses.
The school's evaluation of its performance	Some positive procedures have recently been introduced to monitor pupils' annual progress and set targets for progress, but there is no routine evaluation to see if planned expenditure results in improved standards.
The strategic use of resources	The school makes satisfactory use of staff, accommodation and resources, although few teachers have responsibility for a subject, the library is not well used and the resources for information technology are inadequate.

The high staff turnover has a negative effect on parents' perception of the school. It is a difficult site to manage, particularly with regard to communication and cost. An information technology suite is planned and new equipment is on order.

The governing body seek competitive prices for services and resources and are at early stages of applying best value principles to measure the success of the school against others.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school• Teaching is good• There are high expectations of achievement and children make good progress• Their children are helped to become responsible and mature	<ul style="list-style-type: none">• There are some concerns about behaviour• There is a conflicting picture about homework• Better communication, particularly about their children's progress• The school working more closely with parents• More extra-curricular activities• Stronger leadership and management

The team supports the positive views of parents, although teaching is judged only satisfactory overall. The team does not agree with the concerns raised by the parents, apart from the need for better communication, particularly concerning their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 national tests for seven year olds, 94 per cent of pupils attained Level 2 or above in reading, with 43 per cent attaining the higher Level 5. 90 per cent attained Level 2 or above in writing, of which 22 per cent attained Level 3. These results are well above the national average. In mathematics, 90 per cent attained Level 2 or above, with 25 per cent attaining Level 3. These results are above the national average. When compared with similar schools, the results in reading are above, in writing they are well above and in mathematics they are below.
2. In the 1999 tests for eleven year olds, 85 per cent of pupils attained Level 4 or above in English, with 48 per cent attaining at the higher Level 5. In mathematics, 61 per cent of pupils attained Level 4 or above, of which 34 per cent reached Level 5. In science, 73 per cent of pupils attained Level 4 or above, with 29 per cent attaining Level 5. The national average figures for Level 4 and above are 70 per cent in English, 69 per cent in mathematics and 78 per cent in science. This indicates that the school is attaining high standards in English, broadly average standards in mathematics, but results are below that expected in science. When compared to schools with a similar intake, results are above for English, but well below for mathematics and science.
3. In English, mathematics and science, the performance of pupils at eleven over the past four years is well above the national average. There is no significant difference in the performance of boys and girls, both groups generally achieving above the national average, with a slight downward trend. Given that pupils enter school with well developed learning skills, they have been making steady progress throughout Key Stages 1 and 2 in English and less good progress in mathematics and science. However, the recent introduction of procedures to monitor teaching, the close analysis of appropriate data, and the setting of high targets of achievement have all had a positive impact. Standards seen during the inspection indicate that the trend is now upwards and pupils are making at least satisfactory progress during both key stages, with good progress evident in mathematics.
4. The school exceeded the targets set for pupils attaining Level 4 or above in the English national tests in 1999, but did not achieve those set for mathematics. In 2000, the targets are 83 per cent for English and an ambitious 84 per cent for mathematics. However, the targets are based on an analysis of the pupils' prior attainment, plus the setting of high expectations of progress, and the judgement of the inspection is that the school will achieve these targets, although they could be higher for English.
5. Inspection evidence confirms that, by the time pupils leave the school at eleven, their attainment exceeds national expectations in English and mathematics, and it is in line with that expected in science. They make good progress in mathematics and standards seen, both in the scrutiny of pupils' work and in lessons, are good. Progress in English is satisfactory, but limited by the narrow curriculum offered. Progress in science is satisfactory and standards have improved since the last inspection. Numeracy skills are well promoted through subjects such as science and geography, but literacy skills are not used as well as they might across the curriculum. Progress in information technology is unsatisfactory and the standards reached, by the time pupils are eleven, do not yet meet national expectations in any of the aspects to be covered.
6. Pupils make satisfactory progress in all other subjects, despite limited time devoted to each, and there are strengths in singing. A large number of pupils benefit from instrumental tuition, which is well supported by the school. There are specific weaknesses in the making element of design and technology, and in art, with little work covered and an emphasis on drawing and painting only.
7. The analysis of data is now being used to identify pupils of differing abilities. Pupils in Years 5 and 6 are set into ability groups, but these are based on attainment in English and so the groupings are not always appropriate, particularly in science. There is a lack of open-ended investigations, independent tasks, shared discussions and questions that challenge their thinking in order to fully extend the more able

pupils. Pupils with special educational needs are now carefully identified and monitored. Already, they are making

satisfactory, and sometimes good, progress as a result. Individual Education Plans are agreed and regular structured support planned. The learning support assistants work with identified pupils in class during some lessons. The headteacher also teaches small groups of pupils on a withdrawal basis to follow a programme of work that is matched to particular needs.

8. By the time they are eleven, pupils' speaking skills are good and their listening skills are very good. Pupils are capable of concentrating well and understanding what is being said, paying good attention when others are speaking. Speaking skills are developed through the class assemblies and opportunities for debates. In reading, pupils develop a good range of strategies, but are limited in their choice of books. Pupils know how to use reference books, but they lack opportunities to use these skills across a range of subjects. There are good standards in handwriting and grammatical skills. Pupils are beginning to write in a wider range of styles and for different purposes. There are opportunities to edit and redraft their work in order to improve it. The school places a heavy emphasis on English, but it is often limited to the more formal aspects.
9. Pupils develop good computational skills, a clear understanding of place value and a good grasp of the four rules of number up to and beyond 1000. They work in decimals, fractions and negative numbers. They know about the properties of triangles and how to present data in chart and graph form. They have a variety of strategies for carrying out mental calculations. Multiplication tables are practised regularly, and most pupils are familiar with facts up to 10 x 10. There are some positive examples where numeracy skills are being effectively promoted through other subjects, such as science and geography.
10. By the age of eleven, pupils make satisfactory gains in scientific knowledge and understanding. Investigative skills are now being well developed and pupils' understanding of key scientific principles is good. The older pupils use scientific vocabulary well with understanding. Their work is recorded and presented in a variety of formats - drawings, diagrams, bar charts and in tabular form.
11. In information technology, standards of attainment in Year 6 are below national expectations. Pupils do not experience consistently enough the major strands of word-processing and graphics, modelling, control and data-handling and progress is erratic. The newly planned computer suite will help to provide pupils with regular access to hands-on experience in order to aid progress.

Pupils' attitudes, values and personal development

12. Children who are under five have a good attitude to learning, demonstrating interest and diligence in their work. They put a great deal of effort into the tasks that they are given. They sit quietly and attentively for long whole class sessions, lasting sometimes over 30 minutes.
13. Pupils' attitudes to learning have remained good overall since the previous inspection. Most are eager to come to school, show a genuine interest in activities, and are keen to learn. For example, in a Year 1 science lesson about changes as humans grow older, pupils listened with interest and enjoyment. Most are able to sustain concentration. In a Year 4 English lesson where pupils were learning about plurals and paragraphs, they concentrated well and were willing to contribute ideas. In a Year 3 mathematics lesson on the subtraction of two digit numbers, pupils were keen to share ideas and illustrate the methods they used on the board. Pupils with special educational needs are socially included and well supported by their peers.
14. The pupils' behaviour overall continues to be good around the school and in the classroom. The attitudes and behaviour of pupils makes a positive contribution to learning. Even where there is unsatisfactory teaching, there is generally good behaviour. This has an important and positive effect on the quality of life in the school and the overall ethos. There are a few pupils, however, whose attitudes and behaviour are still unsatisfactory. In a Year 4 geography lesson, where pupils were developing a questionnaire about how time is used in a typical week, a group of pupils caused frequent disruption and wasted time chattering. Pupils of different racial backgrounds integrate well, both in the class and in the playground. There are few incidents of bullying or harassment. Behaviour in the playground has improved since the

new headteacher encouraged activities such as skipping. Pupils in discussions say they feel safe and like coming to school. No pupils were excluded last year.

15. Pupils' personal development is good. Overall, relationships with staff and with one another are very good. They play well together in the playground. They are tolerant and co-operative with one another. In a Year 6 art lesson where pupils were making a collage, they worked well together, sharing ideas and distributing tasks so that all were occupied. Pupils listen to the views of others and think about them. In a Year 2 English lesson pupils explored new words, talked about the meaning and together uncovered the correct definition. When given the chance, they find things out for themselves and enjoy being given responsibility, for example taking the register or preparing the hall for assembly. Pupils are courteous and respectful. They look after their environment and respect each other's property.
16. Attendance is good and is above the national average for similar schools. Unauthorised absence is below the national average. Nearly all pupils are punctual in arriving at school.

HOW WELL ARE PUPILS TAUGHT?

17. Out of 70 lessons observed, 45 per cent was good or better, 40 was satisfactory, and 13 per cent was less than satisfactory. Although there is a significant percentage of teaching that is good or better, there are too many lessons that are less than satisfactory. However, the school has been through a period of change recently, with nearly half the staff leaving during the past two years. At the time of the inspection, there were two temporary staff and 4 newly qualified teachers, with only four class teachers who have worked at the school for a reasonable length of time. Newly appointed senior staff are due to join the school in September. Considering these circumstances, the judgement of the team is that teaching is satisfactory overall and there is not a long-term serious weakness in a particular subject or key stage.
18. Teachers have a secure knowledge of most subjects, although there are some weaknesses in information technology, and aspects of art and music. There is good teaching in mathematics and physical education. The numeracy strategy has been successfully and consistently implemented, resulting in improved standards, but the literacy strategy is more variable and inconsistently delivered, with a heavy reliance on a published scheme and limited reading material available to pupils.
19. There is good planning for English and mathematics and most other lessons are planned satisfactorily, with a consistent approach used in all year groups. Short-term plans make effective links with previous work and seek to develop pupils' skills and knowledge by building on their earlier learning experiences. Lessons are planned to specific learning outcomes, but these are seldom shared with the class, so pupils do not always know what it is they are trying to learn and why. In the weakest lessons, planning is minimal and without clear learning outcomes that match pupils' abilities and are age appropriate, for example, Year 5/6 just cutting out pictures of costumes to identify fashion changes over the last half-century.
20. Pupils are set for literacy, numeracy and science lessons in Years 5 and 6, based on prior attainment in English. Work is planned around the same areas of learning, but activities are set at different levels of difficulty. This ensures that pupils of all abilities learn and progress satisfactorily. There are few instances of open-ended tasks effectively allowing the pupils to progress further at their own rate, but these are more evident in Year 3 and 4 science lessons, for instance, Year 4 pupils testing air resistance by adding different sized wind-shields to a car travelling down a ramp. There is not always sufficient thought given to the lower ability pupils and they are often set work that is the same as for the rest of the class and just given directions as to how to complete it, rather than being set tasks that they can manage independently at their own level. There are opportunities for problem-solving and investigations in mathematics. Pupils are well taught about scientific experiments, and they know how to set up a fair test. Older pupils revise and edit their written work in order to improve it. Younger pupils are encouraged to make constructive criticisms about each other's work in a physical education lesson. There is generally a lack of emphasis on creativity and independent learning; more often there is a teacher-directed task, even in subjects such as art, music and writing.

21. Teachers have high expectations of pupils' behaviour and application to work. As a result, pupils settle quickly to given tasks and concentrate well. Even the youngest pupils remain involved in their work for a long period. In the best lessons, pupils are also set high expectations of achievement and they meet such challenges well, such as Year 5 pupils using the higher skills of deduction and inference to support their views about an extract from "Carrie's War". There are some effective teaching methods with opportunities for sharing ideas, working independently or in groups, and comparing results together at the end of the lesson. Although some good questioning checks pupils' recall of previous work, it is not always used well enough to consolidate understanding or move them on in their learning. There is little use of information technology in a variety of forms to support all curriculum areas.
22. Pupils are well managed and this contributes to a positive ethos for learning. Most teachers deal sensitively with any minor issues and they respect pupils' ideas and contributions. They use praise effectively to encourage pupils to work hard and progress. Clear timings are not given often enough to create a sense of urgency and pace and in some instances, there is a lack of rigour and then lessons lose impetus. Learning support assistants are well informed and offer good support to small groups or individual pupils. However, there are instances where they are not given a specific focus during the whole class work, and then their time is not used well enough. A good example was seen in Year 3 where the assistant checked that the lower ability pupils understood the questions that were being raised and helped them work out their own answers.
23. There is sound support provided specifically by the special needs co-ordinator and additional classroom assistants mainly in classes, to promote the learning of literacy and numeracy skills among pupils with special educational needs. In addition, special educational assistants provide specific learning support for statemented pupils with physical, behaviour and learning difficulties. Teachers maintain records of progress in a consistent way, and some now complete an evaluation of each lesson and the quality of pupils' learning. Marking is done regularly and some teachers have started to include helpful comments, indicating to pupils how they can improve their work. Teachers are aware of the targets in individual education plans and, in the best lessons, these are addressed in the work set. There are no instances where personal targets for each individual pupil are agreed.
24. Reading, learning spellings and multiplication tables are set as regular homework tasks and effectively reinforce basic skills. Other homework is set, such as a task to investigate a major river system or researching about rocks, and this is given good support by parents.

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

25. The quality and range of learning opportunities provided by the staff are satisfactory overall. The curriculum provision for the children under five in the reception classes is in accordance with the National Curriculum for Key Stage 1 and not planned appropriately to the six recommended areas of learning for children of this age. As a result it is too restrictive. There is very limited outdoor provision and the indoor activities on offer are over-directed, with few opportunities for children to make independent choices.
26. Since the appointment of the new headteacher two years ago, the school has satisfactorily addressed some of the weaknesses identified in the previous inspection. The curriculum for the older pupils is broad and meets the requirements of the National Curriculum. Information Technology has not yet been planned and consistently delivered to meet needs of all pupils. However, arrangements are in place for a suitable computer suite in order to address these issues. There are few appropriate subject policies, but recently

the school has agreed an overall curriculum plan for each subject, based on the national guidance or a published scheme, which now provides the framework for a broad and relevant curriculum.

27. For pupils in Key Stages 1 and 2, the curriculum is not balanced. A number of subjects do not have an adequate allocation of time, for instance, information technology lessons sometimes get shortened or are not clearly timetabled, whilst music lessons are extended. Time allocated to English is over-emphasised. The arrangement for setting pupils within Years 5 and 6 in the mornings and covering English, mathematics and science only in that time, limits their access to other subjects, with insufficient time for history and geography in particular. The organisation of the school day is inappropriate; this is particularly true in reception classes, where a disproportionate time at the end of each day is spent on story and talking, at the expense of other areas of learning.
28. The school has implemented the National Literacy Strategy and it is having some positive impact on pupils' learning, although there are weaknesses, and not all suggested elements are included consistently, particularly the guided reading and writing tasks. More recently, the school has introduced the National Numeracy Strategy well. It is improving pupils' mental arithmetic skills and has also increased teachers' confidence in teaching the subject.
29. The planned curriculum provides equality of access and opportunity for all pupils to learn and make progress. Pupils with special educational make satisfactory progress within lessons, where they are generally well supported. When a few are taken out for specialist teaching, this is planned to match their specific needs and is judged appropriate. Withdrawal sessions to accommodate music tuition are carefully planned, so learning is not adversely affected in other subjects. All pupils enjoy equal opportunities, girls and boys, in lessons and other activities.
30. The range and number of extra-curricular activities is satisfactory. Pupils have opportunities to take part in clubs such as drama, choir and cricket this term. The response to take part in lunchtime orchestra practice is good. There are some opportunities to play competitive sport against other local schools, which makes a positive contribution to pupils' personal and social development. There is a wide range of out-of-school visits to places of historical or geographical interest, for example, Godstone village, a Roman Villa, the local farms and parks, which enrich the curriculum further.
31. There is no specific programme for personal and social education, and opportunities for pupils to learn about health issues such as the dangers of drug misuse are not well planned. The statutory requirement to provide appropriate sex education as part of the whole school curriculum has not yet been addressed. In the absence of a personal and social education programme, pupils are not sufficiently encouraged to make personal choices and take important independent decisions.
32. There are good links with the local pre-school groups, but little opportunity for effective liaison with secondary schools, as the pupils transfer to a large number of different schools when they are eleven. There are some positive links with initial teacher training institutions.
33. The overall provision for pupils' spiritual, moral, social and cultural development is satisfactory. The school has maintained the quality of provision highlighted in the previous report on spiritual, moral and social aspects, however, the provision for pupils' cultural understanding is unsatisfactory.
34. The separate key stage and class assemblies are used well to promote a sense of community and shared values. They help pupils develop an understanding of themselves and others. Some assemblies offer well-planned opportunities for reflection and spiritual growth, and pupils have opportunities to listen to inspirational recorded music as well as to sing. However, the spiritual dimension of the curriculum areas such as art, drama, music, poetry and literature are not sufficiently explored in lessons.
35. The provision for moral development of pupils is good. The school places a high priority on the understanding of moral values, which are well taught through discussions, and pupils clearly distinguish right from wrong. The ethos of the school is firmly based on respect and care for others and teachers show that all pupils are valued. Staff provide good role models and encourage children to relate well to each other and behave courteously. Pupils raise money for charities and there are some opportunities to

promote an understanding of citizenship in Key Stage 2. Pupils' behaviour and achievements in schoolwork are regularly rewarded in assemblies.

36. Good provision is made for the pupils' social development through daily life. The school encourages different groups of pupils to integrate well together, both at work and play, and to respect each other's ideas. The local educational visits and the available range of extra-curricular activities play a good part in raising social awareness. When given the opportunities, pupils carry out responsibilities with confidence and pride.
37. The provision for pupils' cultural development is unsatisfactory overall. There are some worthwhile opportunities for pupils to promote understanding of their own cultural heritage, such as the celebrations of Christian festivals. Pupils' own interests and special talents in music are enhanced. Opportunities to highlight festivals of other major religions of the world or to promote multicultural activities in art, dance, drama and music are unsatisfactory. Pupils regularly visit the local church, but visits to other places of worship are not planned. The school promotes respect for the cultural diversity reflected in the society. However, there are insufficient opportunities to develop pupils' understanding of the central beliefs and practices of different faiths and to appreciate the way of life of people from other cultures. As a result, the school does not effectively prepare its pupils to take a place in today's multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school continues to have a strong system for the personal support of the pupils in its care. Pupils feel safe and secure and they are well known to the staff. Parents say their children like coming to school. Year 6 pupils say they look on teachers as their friends and would go to them with a problem. There are good induction procedures when the children start school. The school has satisfactory arrangements for child protection and follows relevant guidelines. Health and safety procedures are well defined in the new policy, with specific responsibilities clearly outlined. The two welfare assistants have up-to-date first-aid training. There is effective monitoring and recording of health and safety issues and the governing body is fully involved.
39. A new behaviour policy has been developed since the arrival of the new headteacher and sent to all parents. It is based on respect, rewards and encouraging positive attributes in pupils. This has resulted in effectively promoting discipline and good behaviour. There are few incidents of rough behaviour or harassment. When these occur they are dealt with effectively. However, there is no separate record book for noting incidents of bullying, racism, or poor behaviour, and as a result, staff are unable to monitor trends or patterns of behaviour.
40. The monitoring of attendance is appropriate and any absence is followed up if the reason for it is not known. The school is successful in maintaining the high level of attendance.
41. Careful assessment of pupils with special educational needs is undertaken soon after their entry to school. Clear and manageable targets are agreed for all pupils with special educational needs, each term. These are mainly focused on literacy skills or on improving behaviour. The pupils are helped to meet the objectives in their individual education plans through support provided in the class, and also by advice from support agencies, with whom the school maintains a very good liaison.
42. Overall, however, procedures to routinely assess all pupils' attainment and progress and to use that information in curricular planning are unsatisfactory. Assessment was an issue in the last inspection report; to date it has not been a priority for development, although some aspects have been tackled recently. Children are assessed in the reception classes using the local authority's baseline assessment system. The results are used satisfactorily to plan for the children's learning in English and mathematics. Progress in these subjects is then checked regularly. Other areas of learning for children under five are not checked against the recommended desirable learning outcomes, however. Assessment of pupils'

progress throughout Key Stages 1 and 2 is erratic and inconsistent. There is no evidence of regular, systematic and useful assessment in English or science, and no analysis of reading skills or coverage. There are examples of good practice in mathematics and in Year 3, where helpful assessment strategies are being used consistently. In these instances, they are proving to be effective in identifying pupils' needs and helping teachers to plan relevant action.

43. National test results as well as teacher assessments are now analysed carefully and appropriate achievement targets are set, but these are left till the end of the year. There are few systems in place to inform pupils more regularly how they can raise their own attainment, apart from those with special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents are satisfied overall with what the school provides and achieves, apart from insufficient extra-curricular activities, the inadequate notice given for some events and their inability to see their child's work until the end of the school year. They are particularly concerned about the high turnover of staff. There is a significant minority of parents who have other concerns about behaviour, the style of management and the lack of consultation with parents. These issues are not felt by the inspection team to be fully justified, and it appears the new headteacher has not yet gained the confidence of all parents.
45. Parents receive satisfactory information about the school and the way it is run. There are regular newsletters and a new comprehensive prospectus. The headteacher has introduced many good initiatives to inform parents and encourage them to take an active part in their children's learning. For example, they receive curriculum information each term for all subjects, they now have a third opportunity to meet the class teacher in the spring term where they can discuss their child's progress, and a crèche has been made available on two recent occasions during parents' meetings. End of year reports on each pupil gives information on what they have studied and can do, but they generally do not indicate areas where they can improve, set specific learning targets, or give the level at which the pupil is working. Parents do not automatically receive a copy of the report. The parents of children with special educational needs are kept informed about their child's progress and involved in the decision-making process. Those whose children have Statements are invited to attend and fully participate in the annual reviews.
46. The contribution of parents to their children's learning is good. There is high attendance at parents' evenings and curriculum evenings. Many parents enjoy the class assemblies. Parents run the book club and help in the classroom on a regular basis. There is a homework policy, homework is set regularly and parents offer good support in this way. The home/school diaries are used effectively by some teachers. The Parents and Friends Association is run by an active and enthusiastic group of parents and raises considerable sums of money for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school is sound. The headteacher and governing body now have a clear educational direction for the school, based on the promotion of high educational standards. They are working to build an effective, high performance, management team.
48. The school has explicit aims and values, as identified in the mission statement. The headteacher has taken a number of steps to raise achievement. Significant positive changes have been introduced, which are beginning to have an impact on attainment. There are now good structures in place for monitoring teaching and learning. Pupils' work in English and mathematics is regularly checked and the headteacher has taken strong measures to address weak teaching. The recently developed policy that identifies explicit criteria for good teaching, offers appropriate structures to raise pupils' achievement in all subjects. Systems are in place for tracking pupil progress over time and the next planned step is to use this information to set targets based on high expectations.

49. The recent turnover of staff has made it difficult for the school to establish effective teamwork and an appropriate delegation of responsibilities. The headteacher and governors understand the need to develop a clear staffing structure, detailed job descriptions for all staff, and regular meetings for the senior management team to ensure all are moving forward in the same direction. The effectiveness of the curriculum co-ordinators in monitoring quality and standards in English and mathematics is beginning to have a positive impact on attainment and ensuring curriculum coverage. Co-ordinators in other subjects require further training and support to improve this aspect of their role. There is no co-ordinator at present for Early Years and for information technology. The provision for pupils with special educational needs is managed well, all required procedures are now in place and the Code of Practice fully implemented.
50. The governing body is effective in carrying out its responsibilities and has begun to monitor standards and identify the strengths and weaknesses in the school. Governors visit regularly, there is an effective committee structure, governors are now linked to classes and have an increasing understanding of their role in overseeing aspects of the work of the school. The headteacher has involved the governors in discussing the priorities for the school development plan and also provides regular input at governors' meetings on standards and analysis of test results. This ensures the governors have a much more secure basis on which to base their decisions. The governors were not part of the process in completing the previous Ofsted action plan and there were no termly progress reports to governors. The school prospectus does not include the following statutory requirements: the absence figures for the school and the results of the national tests at age seven and eleven years and the national results. The school is committed to equality of opportunity and good attention is paid to the needs of individual pupils.
51. The headteacher and governors have developed effective procedures to monitor overall expenditure. Financial planning is based on good current data and solid projections. The school development plan identifies priorities for one year with some indication of broad goals for the next two years. It is linked to budget and does include some costing for resources and staffing. The main focus of the plan is the curriculum and the plan is supported by staff development and training to help staff achieve their objectives. However, it does not provide a long-term view to help governors with strategic financial planning and include targets for raising attainment in national tests. The priorities in the plan are identified using the information of previous test results; it is not based on a detailed audit of the school's strengths and weaknesses involving governors and staff.
52. Co-ordinators have small budgets for the day-to-day resourcing of their subjects, but otherwise financial planning is not shared with the rest of the staff. The governing body is good at seeking additional funding, which overall is used well for its designated purpose. However, there is no monitoring of spending decisions, for example, to see if there is effective deployment throughout the day of the support teacher in Year 2 to raise standards. The school is at the early stages of applying the best value principles. It seeks competitive prices from organisations providing products and services. The school compares pupils' performance with those in other local schools, but receives insufficient data to make comparison of expenditure for other aspects of school life. The school is starting to consult parents and pupils to assist the decision making process. For example, it discussed the mixed-age group teaching of Years 5 and 6 with parents. Day-to-day financial management is good.
53. The school is making satisfactory progress in its use of the new technology. Currently it is used for financial management, and most staff use it for planning and the production of documents. Connection with the Internet is imminent.
54. The last inspection judged the management of the school to be effective and made recommendations to improve the monitoring of teaching. The last inspection also noted that the governing body was not involved in the school development plan and the monitoring of standards. The school has made satisfactory progress on some of the major key issues from the last inspection. The headteacher's and governors' recent work in analysing pupil performance, developing monitoring and clear commitment to raising standards are evidence of the school's capacity to secure future improvement.
55. Overall there is satisfactory provision of teachers and support staff who are appropriately qualified to meet pupils' needs. However, there is insufficient support staff for the Early Years department to fully

meet the needs of the children; this limits their learning opportunities, both inside and in the outdoor learning environment. Both the accommodation and learning resources are adequate overall to meet the needs of the curriculum and range of pupils. However, there are weaknesses: the school is housed in four separate buildings, which makes management and communications difficult; the attractive and secure outdoor environment provided for the Early Years is underused; there are insufficient resources for information technology; the library is not used well enough by pupils to do independent work, and the quality and range of books is inadequate, and multi-cultural resources are insufficient across the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to further improve standards in the school, the headteacher and governing body should:

i) Address the weaknesses identified in teaching by more rigorously monitoring planning to ensure age-appropriate activities are offered, and providing the necessary training where subject knowledge is insecure.

(see paragraphs 17 – 23, 74, 107, 112, 124, 129)

ii) Implement the school development plan with regard to information technology by:

- revising the time allocated to the teaching of information technology;
- implementing the complete scheme of work so all elements are covered;
- teaching specific skills to pupils so that they learn how to use individual programs independently;
- developing the use of information technology across the curriculum;
- providing in-service training for staff who still have insecurities about the subject and
- carefully monitoring teaching and learning to identify strengths and weaknesses in each.

(see paragraphs 5, 11, 18, 21, 26, 55, 96, 98-103, 111, 113)

iii) Improve the use of assessment procedures to ensure that they are used consistently and effectively to inform teaching and planning by;

- developing agreed and consistent procedures for checking the progress of pupils in English and science;
- using the results to identify strengths and weaknesses in teaching, planning and learning in order to make appropriate improvements and
- using marking procedures and target setting more consistently to encourage pupils to improve their work.

(see paragraphs 23, 42-43, 75, 94, 102)

iv) Review the organisation and curriculum provision for children who are under five by:

- making more effective use is made of the outdoor learning environment;
- developing the teachers' understanding of the recommended curriculum for children who are under five and
- providing more opportunities for the children to make choices, to explore, to gain first hand experience of handling materials and be active participants in their learning.

(see paragraphs 25, 27, 55, 58-66)

57. The headteacher and governors should consider also taking the following action:

i) To offer more opportunities for pupils to appreciate the rich and diverse multi-cultural world in which they are growing up by:

- finding out more about the contribution made by other cultures to academic learning, literature, the arts and music;
- having access to more resources that support this aspect of learning, particularly books that promote a positive image of different heritages and
- discovering more about the contributions made by many cultures, past and present, to our society.

(see paragraphs 37, 55, 77, 95, 108, 127)

- ii) to offer more opportunities within lessons for pupils to take responsibility for their own learning and to experience more open-ended tasks and creativity.
(see paragraphs 5-7, 20, 55, 93, 106)
- iii) to explore ways of improving communication with parents and developing a stronger feeling of trust and confidence.
(see paragraphs 44- 45)
- iv) to further develop the role of subject co-ordinators and delegate responsibility for curriculum management to more teachers.
(see paragraphs 49, 52, 108, 113)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	39	40	10	3	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)		366
Number of full-time pupils eligible for free school meals		9

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		59

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	45
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

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
	1999	25	38	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	24
	Girls	36	34	33
	Total	59	57	57
Percentage of pupils at NC level 2 or above	School	94 (89)	90 (87)	90 (96)
	National	82 (81)	83 (75)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	36	33	34
	Total	59	57	58
Percentage of pupils at NC level 2 or above	School	94 (91)	90 (87)	92 (91)
	National	82 (81)	86 (85)	87 (86)

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
	1999	23	18	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	14	17
	Girls	17	11	13
	Total	35	25	30
Percentage of pupils at NC level 4 or above	School	85 (80)	61 (77)	73 (80)
	National	70 (65)	69 (69)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	17
	Girls	14	11	13
	Total	30	25	30
Percentage of pupils at NC level 4 or above	School	73 (90)	61 (86)	73 (93)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
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)	16
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	85

Qualified teachers and support staff: nursery

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

Total number of education support staff	-
Total aggregate hours worked per week	-

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

Financial information

Financial year	99/ 00
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	£
Total income	697503
Total expenditure	663484
Expenditure per pupil	1813
Balance brought forward from previous year	104
Balance carried forward to next year	34123

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	3	2	1
My child is making good progress in school.	41	42	11	3	2
Behaviour in the school is good.	23	51	21	3	2
My child gets the right amount of work to do at home.	17	54	21	5	2
The teaching is good.	37	51	8	1	3
I am kept well informed about how my child is getting on.	16	48	26	9	2
I would feel comfortable about approaching the school with questions or a problem.	32	45	14	8	1
The school expects my child to work hard and achieve his or her best.	28	57	10	2	3
The school works closely with parents.	7	40	35	17	1
The school is well led and managed.	13	33	21	17	1
The school is helping my child become mature and responsible.	20	67	4	3	5
The school provides an interesting range of activities outside lessons.	3	20	42	24	11

Other issues raised by parents

Parents are concerned about the high turnover of teaching staff.

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

58. On entry to the reception classes, a high proportion of children have levels of knowledge, skills and understanding that are above those of other children of the same age nationally. The results of baseline assessments of pupils starting the reception classes at the age of four are mostly in line in language and literacy and above the average in mathematics for the Borough of Bromley. There are 49 pupils in two reception classes, and at the time of the inspection there were 19 children who were still under five. As the children's attainment is above the nationally expected levels for their age, the school plans teaching in discrete subjects from National Curriculum programmes of study and not according to the nationally recommended Desirable Learning Outcomes. Most children have achieved the recommended goals of learning for their age in language and literacy and mathematics, and have started on National Curriculum programmes of study for Key Stage 1.
59. The classrooms provide sufficient space for a wide range of activities and have access to secure hard core and grassed area out of doors, which is specifically designed to meet the needs of children under five. But this area is seriously underused for developing the curriculum, as children are taken out mostly at break times. Lack of experience of teaching children under five often reduces the quality and range of activities offered to children. This results in insufficient time spent on active learning. Both teachers are supported for an hour and half at the beginning of the day and for 45 minutes at the end of the day, which is barely adequate.
60. Children's personal and social development is well promoted. Children respond positively to the consistently good expectations of behaviour and consideration for others that are set by the staff. Children behave well and listen to adults and peers with interest. They develop a growing sense of right and wrong. They enjoy taking responsibility such as taking the register to the office, and borrowing equipment from the other class. They share and take turns and co-operate, for example, after finishing the given task, children shared construction kits and helped each other make models. Children are familiar with classroom routines and move sensibly to tasks and concentrate for increasing amounts of time. They relate well to visitors and answer questions confidently.
61. Children enter the reception classes with good language and literacy skills and they make satisfactory progress in listening and reading, but less satisfactory progress in writing. Children's speaking and listening skills are good; they listen attentively and give clear replies to teachers' questions. However, teachers do not provide many activities where children can engage in talk. For example, in one history lesson, when talking about old and new toys, the teacher did not encourage children to describe their parents' favourite toys in detail, but accepted one word answers. The National Literacy Strategy is well implemented. The teaching of phonics and names of the letters of the alphabet is good. Most children build words independently using letter sounds. They are able to find words beginning with a given letter, then write them. Higher attaining children recognise and read simple words in texts. They spell common two and three letter words. Most children write their names correctly, using upper and lower case letters. Handwriting skills are good; children copy underneath teacher's writing neatly using capitals and full stops. However, the range of writing is limited and there are few opportunities for free writing where children can develop their own ideas, and practise using their skills. Teaching is satisfactory overall.
62. The attainment in mathematics is above that of most children of the same age. They enter the reception classes with good mathematical skills and make satisfactory progress. Most children have started and some are well in to Key Stage 1 work. They count in twos from zero to 20 and back to zero, they count to 100 in tens and some count back to zero. They weigh using non-standard units to find which is heavier and lighter and are learning to record their findings. Their measuring skills are well developed and they predict shorter and longer lengths. Most children name common two-dimensional shapes such as circle, square, triangle and rectangle. The teaching of mathematics is satisfactory. Teachers are implementing the National Numeracy Strategy effectively, but some opportunities are missed to extend children's mathematical thinking. This is due to lack of use of resources such as sand and water, the provision of a

narrow range of activities and excessive teacher direction. A high proportion of whole class teaching leaves little time for children to practice skills in more informal activities.

63. The children have good knowledge and understanding of the world but they make limited progress. Teaching is planned from National Curriculum programmes of study for Key Stage 1, and does not build on the early skills through well planned active experiences and exploration. In a topic on toys, children are given photographs as evidence to describe old and new toys. 'This is a picture of an old doll's house, as there are no plastic things', explained one child. Good questioning from the teacher led to children finding out about the differences and similarities in old and recent toys. However, children had few opportunities to see or handle any artefacts. Children experience a variety of activities through topics such as 'five senses', and have first hand experience of growing beans. Computers are used effectively for children to extend their learning in all areas of the curriculum. Children design a stamp for posting their letters written in the literacy session. They use a mouse effectively, drag icons across the screen and are learning to print their work.
64. Children's physical development is satisfactory. They develop strength and control through physical activities, using the outdoor area at break times for climbing and balancing. In the hall, small apparatus is used to develop pupils' hand and eye co-ordination, spatial awareness and skills in catching and throwing. They jump, run and respond to music appropriately. The limitations of using a taped programme, however, results in children sometimes having to sit and listen for too long a time as directions are given. Fine motor skills are developed through opportunities to use scissors and writing tools, but there are limited opportunities for the children to acquire different manipulative skills. Children have good pencil and mouse control.
65. Children are provided regular opportunities to use a range of materials. They make satisfactory progress and achieve satisfactory standards in this area. They draw and paint from close observations, print with shapes and with their hands. In a design and technology lesson, children cut, join and decorate card to make a 'Jack-in-the-box'. However, opportunities are missed to discuss what is good in their work and how it could be improved, for instance, through more careful cutting or creative colouring. They use information technology to extend their creative skills in drawing and colouring. They are involved in singing and have some experience of using musical instruments. They are learning to play the recorder, starting with how to take care of it. Overall, opportunities for the children to develop their own creativity and explore their own imagination, is very limited, owing to too much adult direction.
66. Teaching in lessons observed is satisfactory, but teachers do not plan to provide an appropriately broad and stimulating curriculum for children under five. Children are offered mostly paper and pencil activities, which restricts opportunities to explore and gain first hand experience of handling materials to extend learning. Teaching is mainly whole class and teacher-directed, with very few opportunities for children to make choices for activities or materials. There is no planned use of the outdoor environment to offer experiences across all areas of learning. Therefore children's progress is limited. There is no Early Years' co-ordinator who has the required training. In the previous inspection, the teaching in the reception classes was good, but now it is satisfactory.

ENGLISH

67. The results of the 1999 English National Curriculum tests for seven and eleven year olds were above the national average and the average for similar schools. The percentage of pupils achieving higher levels was above the national average. Over the past three years the results have risen in line with national trends with a slight dip in the 1998 results. The school's emphasis on literacy, and the recent monitoring and tracking of pupil progress has helped to sustain good standards in Key stage 1 and improve results at Key Stage 2. The school is now beginning to use this information and the analysis of test results to focus on raising the performance of pupils, in particular those pupils achieving just below average, and this should improve results even further. There is no significant difference between the standards achieved by boys and girls, although the performance of boys in writing at age seven was very high in comparison with national average.
68. Pupils enter school with above average skills in speaking and listening. They make satisfactory progress and, by the time they are eleven, pupils achieve good standards. They listen carefully and respond well to

instructions. They listen attentively in almost all lessons and to each other when they explain their views. Pupils have opportunities to develop their confidence through explaining their work to the class, engaging in public speaking in class assembly and debating various issues such as 'Should pupils have to wear school uniform?'

69. By the end of Key Stage 1, standards in reading are well above the national average and pupils, including those with special educational needs, make good progress. Most pupils are keen readers and those who are more able read with fluency and expression, using a wide range of clues, including phonics, pictures and predictions about the story. The majority of pupils are able to retell the story, discussing the main plot and characters from the story. However, the range and quality of books is barely adequate and there is an unnecessary distinction between books for reading at home and those to read to the teacher. The more able readers are often restricted by the reading scheme when they have a much more varied and rich diet of books to read at home. Reading records are mainly used to record page numbers and books read and are not used effectively to monitor pupils reading skills or to discuss and monitor the quality and range of books read by pupils.
70. Pupils continue to make sound progress and, by the end of Key Stage 2, attainment in reading is above average. The higher ability pupils read expressively and with confidence. They discuss a range of authors and some make comparisons about different styles, for example, one pupil succinctly explained the difference between Tolkien and a modern book of Humour. The average pupils recount the main features of a story and describe the character and plot. However, their ability to read beyond the literal and to detect subtleties in texts is not well developed, as in lessons there are still few opportunities for pupils to develop the higher reading skills. Pupils do not use the library regularly for independent research and this does not help to challenge further their reading skills. The majority of pupils know the purposes of contents; index and glossaries in books, but the opportunity to use these skills across a range of subjects is variable.
71. Attainment in writing at the end of Key Stage 1 is above nationally expected levels and pupils make satisfactory progress. Pupils show a developing ability to write in neat well-punctuated sentences. The emphasis is on presentation and accuracy and there are insufficient opportunities for pupils to write for a variety of audiences and for different purposes. In some classes, pupils are beginning to use the structure of well known stories to help them frame their writing and this is encouraging them to use more imaginative ideas and vocabulary. However, in some classes there is still an over emphasis on worksheets and mundane exercises.
72. By the time they are eleven, pupils' attainment in writing is close to the national average, although the higher ability group achieve well above the expected level. All pupils produce a good quantity of work, which is always well presented and accurate. The higher attaining pupils write long and well-structured stories. The opportunities for pupils to adapt their writing for different audiences and draft and edit their work is not consistent in all classes. Pupils are beginning to write in a variety of styles, although in some classes there is an over emphasis on grammar exercises and published schemes. This limits the opportunity for pupils to develop persuasive and discursive writing, which requires more demanding structure and organisation. Spelling is generally very accurate. Pupil's joined handwriting is fluent and legible.
73. Pupils' attitudes to learning are good. Most pupils show sustained levels of concentration and an enjoyment and interest in learning. Many choose to read for pleasure at home and they take a pride in completing the work set at school.
74. The quality of teaching ranges from poor to good, but it is satisfactory overall in each key stage. Teaching is mostly well organised and pupils are managed effectively. Good relationships and positive attitudes help to create a good environment for class discussion. Teachers are beginning to use questioning effectively to develop pupils' responses to books and extend their learning. Most now plan their work over each half- term using the framework of the National Literacy Strategy to identify appropriate learning outcomes. In the best lessons, teachers are skilled at specifying their objectives for each element of the daily literacy hour such as text, sentence and word level work, and provide challenging group activities often related to the main text. The unsatisfactory elements of lessons seen were the result of poor planning, a lack of pace, activities that did not match the pupils' abilities or help them progress

sufficiently and an over-reliance on exercises from published schemes. Information technology is not used frequently in lessons to extend learning further. A few pupils with special educational needs, however, have access to appropriate programs when they work in withdrawal groups. Few literacy lessons end with a satisfactory plenary in which pupils' progress is assessed, although a lively session with lots of challenge and where the teacher highlighted successful learning was seen in Year 3. The teaching of pupils with special educational needs is good, with activities well matched to their ability and need.

75. Teachers do not yet have a systematic approach to assessing pupils' progress and attainment in writing, although some useful sessions where teachers have matched written work to national levels have taken place. There are good examples where teachers evaluate each lesson and pupils' learning. Reading records are kept, which notes pages and books read, but teachers do not make judgements about pupils' skills in reading. Marking is done conscientiously, but only some teachers use it to give helpful feedback to pupils about how they can improve their work. Overall assessment in this subject is not used well enough to inform planning, and practice is inconsistent.
76. The subject co-ordinator is no longer in post, however there is evidence of systematic monitoring of literacy lessons, sampling of pupils' work and detailed feedback to staff. There has been a programme of in-service training, but some teachers are still not secure in their knowledge of the literacy strategy. In particular there is not a consistent approach to guided reading and writing and use of information texts. At present, too much English teaching takes place outside the literacy hour with extra lessons for handwriting, spelling and creative writing.
77. English is adequately resourced with fiction and non-fiction books, however there are insufficient books reflecting other cultures in the library. Books are not always well distributed or displayed around the school and some classrooms have poor provision of reading areas. The library is under-used and some pupils do not know how to use the reference section to find information. The library is not easily accessible for Key Stage 1 pupils.
78. Since the previous inspection the school has made satisfactory progress with developing its provision for the subject. Standards of attainment during the previous inspection were judged to be satisfactory at Key Stage 1 and, at Key stage 2, the results were unsatisfactory with the majority of pupils achieving below national expectations. During this inspection standards are above national expectations at both Key Stages. Skills of literacy are developed well in science and satisfactorily in other subjects, although it is limited by lack of time allocated to foundation subjects.

MATHEMATICS

79. In the 1999 tests, the school's results for seven-year olds were close to the national average, but when compared to schools with similar intakes, results were below the national average. In the national tests for eleven-year-olds, the school's results were below both the national average and the average for similar schools. However, the proportion of pupils attaining the higher Level 5 was well above the national average. Since 1997, the standards in both key stages have declined, unlike the national trend that is upward. However, the National Numeracy Strategy is implemented effectively throughout the school and this is having a positive effect on improving the quality of teaching and raising standards. Good and often very good teaching in Years 5 and 6 classes, where pupils are set according to ability, has led to pupils making rapid progress. National Curriculum test results for these pupils are likely to be above the national average. The school has set very challenging targets for the Year 6 cohort, which it may well achieve as standards have improved, including at Key Stage 1.
80. By the end of Key Stage 1, the majority of pupils have developed mental strategies and are able to use them to add and subtract two digit numbers. They have a mental recall of tables of 2, 5, and 10 and use these to multiply and divide to 100. Pupils show understanding of place value to 1000 and solve problems by identifying the correct operation to use. Pupils generally have a good understanding of line and reflective symmetry. They measure and weigh using centimetres, grams and kilograms and understand the decimal notation used in money. They interpret information from graphs and use bar charts and Venn diagrams for recording.

81. By the time they are eleven, most pupils are confident with mental and written calculations. They add, subtract, multiply and divide numbers up to and beyond 1000 and work in decimals, fractions and negative numbers. Pupils explain their method of solving problems and check their solutions by applying inverse operations. In one lesson, pupils were enjoying finding rules for dividing large numbers by 4 and 3; with a little support from the teacher they were able to test the rule that any number can be divided by 4 'if the last two digits are divisible by 4'. In Year 5, pupils were learning to work out ratio and proportion, and Year 4 were drawing and measure angles. The majority knew the difference between an acute and obtuse angle, and the sum of the three angles in a triangle. Average and higher attaining pupils plot and interpret a line graph and have a good understanding of horizontal and vertical axes. Pupils' knowledge is usually firmly based on previous teaching.
82. Pupils make good progress in both key stages and learn to use specific mathematical vocabulary. Those with special educational needs make satisfactory progress as sometimes work is not matched well enough to their abilities. Higher attaining pupils make good and sometimes very good progress. They use quick strategies for solving problems independently and decide successfully which operation to use.
83. Throughout the school, pupils display positive attitudes to learning and are eager to participate. Good demonstration, praise and encouragement from teachers, all help pupils to take a keen interest in the subject. Pupils behave well, concentrate and persevere to complete tasks. They enjoy the challenges set by their teachers and respond well to their questioning and are keen to explain their answers. They work collaboratively with their peers and help each other, where necessary.
84. Overall, the quality of teaching is good, with some very good teaching seen in Years 4, 5, and 6 classes. All teachers have a secure knowledge and understanding of the subject. Teaching is well planned, clear and brisk. Teachers identify clear learning objectives that they explain to their pupils at the beginning of each lesson. Introductory activities help pupils, through effective discussion and questioning, to build skills for carrying out mental calculations. They are given strategies to check the accuracy of their answers and encouraged to make a link between operations such as multiplication and division, and learn a variety of methods to solve the same problem. Teachers ensure that pupils know and use appropriate mathematical vocabulary and they provide good, simple and relevant resources. Throughout the lesson, there is a high proportion of direct teaching, both in groups and to the whole class, that leads to teachers' time being used effectively.
85. Most teachers have high expectations and set appropriate challenges for more able and average ability groups. On several occasions, work for lower ability pupils was too difficult and they needed lots of help from their teachers. Teachers assess pupils effectively and use these assessments to plan future work. Grouping pupils according to their ability in mathematics in Years 2, 5 and 6 classes is helping to achieve the school's aim of improving standards. Numeracy is frequently used to support learning in other subjects, particularly in geography and science, where pupils are expected to predict, calculate and record their results. However, information technology is not yet used well enough to support learning in this subject. Teachers set homework on a weekly basis to consolidate the week's work, and this involves parents in their children's learning.
86. The co-ordinator for mathematics is enthusiastic and provides a good and effective lead in the subject, with a very clear view for its development. He has attended relevant courses and provided appropriate guidance and training for staff, which has had a positive impact on learning and attainment. Monitoring of teaching by both the headteacher and the co-ordinator is used well to gather information about standards and the effectiveness of developments in the subject. The analysis of data, gathered from pupils' optional and statutory test results, is used for setting targets in all classes to improve standards.
87. Since the previous inspection, the quality of teaching and standards in both key stages has improved from sound to good.

SCIENCE

88. Standards of attainment in science are satisfactory and have been maintained since the last inspection. The results of the standard assessment tests for eleven year olds have remained close to the national average for the past four years, with a slight dip in 1999 when 73 per cent of the pupils reached the

nationally required standard, (Level 4) of which 29 per cent reached Level 5. However, these results are well below average when compared with similar schools. There is no significant difference in the standards of attainment of boys and girls.

89. Overall progress is satisfactory, with better progress evident in Years 3 and 4. Progress in lessons seen during the inspection ranged from unsatisfactory to good, depending on the quality of teaching and type of activities set. The best learning took place when pupils were given the opportunity to conduct their own investigations that were set within clear and attainable limits. Good progress is also promoted when homework consolidates the learning in Key Stage 2, also keeping parents informed and involved in their children's learning. In Years 5 and 6, pupils work in set groups, but the activities are not always well matched to pupils' abilities and understanding, with some work that is too sophisticated and formal for this age group. Pupils with special educational needs are given support in most lessons and they make satisfactory progress. Good progress was made by one Year 3 pupil with a Statement of special educational need, as the work he was set was very well matched to his level of understanding.
90. In Key Stage 1, pupils are encouraged to describe features of plants and people, to predict and say what happened when the teacher helps them set up an experiment and to explore why. Year 1 look at photographs of themselves as babies and discuss the significant changes between how they looked and behaved then and now. By growing seeds under different conditions, Year 2 learn that plants need light, warmth and water to grow best. They sort a ranges of materials and explore how some change when they are stretched or heated. They compare sources of light and make a simple electrical circuit.
91. Throughout Key Stage 2, pupils learn the importance of working methodically and changing only one element at a time in their experiments. This was well demonstrated by Year 4 when they were testing the effects of air resistance on the distance travelled by a toy car down a ramp and they made sure that only the size of card changed and all other elements remained exactly the same. By the end of the key stage, pupils have a basic understanding of the properties of materials. For example, they learn which materials conduct electricity and which are likely to make good insulators. They also understand some of the effects of various forces and how gravity gives weight to falling objects. They are not given enough opportunities to see how this information is used to good effect in everyday life, however. Pupils know the major organs of the body, for instance, they name the parts of an eye and discover how it works. They have begun to understand the basics of how good nutrition and regular exercise contribute to good health. There is less reference to the lifecycles of plants and animals, how they are interdependent with reference to how food chains work.
92. The pupils are interested in their work, especially the practical work. They are attentive and well motivated. They sustain concentration well and recognise the importance of recording findings carefully. There are too few instances in science lessons when the oldest pupils take responsibility for their own learning or show initiative, such as choosing appropriate equipment for an experiment. This aspect of the subject is either taught or closely directed rather than allowing pupils opportunities to extend their learning by testing ideas of their own, although they are well prepared for this by the work covered in Years 3 and 4.
93. The quality of teaching is satisfactory overall, although one lesson seen during the inspection was good and one was very good. Lessons are planned with clear learning objectives and have a similar content for both classes in the same year group. There is a good balance between teacher exposition, practical activities and written work, usually concluding with a plenary session to consolidate learning. Teachers in Key Stage 1 tend to rely somewhat heavily on the use of published work sheets, rather than encouraging pupils to record their findings in their own way.
94. All parts of the national curriculum programmes of study are covered, although the curriculum is not always well balanced amongst the older pupils. Some aspects covered are not matched to pupils' previous experience, for example, looking at micro-organisms, but with little work on relationships between plants and animals in a habitat. The teachers mark the pupils' work regularly though they do not usually evaluate it in terms of national curriculum levels or standards. There are some positive recent examples where teachers inform pupils how they can improve their work. Annual tests are being introduced in Key Stage 2, which will be analysed to identify strengths and weaknesses in the curriculum. As yet there are

no formal procedures for more regular assessment of progress. However, some teachers regularly evaluate lessons and pupils' learning to identify specific weaknesses or influence the next round of lesson plans.

95. Moral and social development are well promoted in science as there are many opportunities for the pupils to work together and be responsible for apparatus. Opportunities for spiritual and cultural development are often missed. There is little sense of wonder or joy of discovery apparent in lessons and little evidence in planning that the impact of scientific discoveries on society is discussed.
96. Since the previous inspection the school has matched elements from the national guidance in the subject to the existing scheme of work for science. The school has identified the need to review the policy statement to reflect the agreed strategies for teaching the subject. Planning is consistent across each year group and provides satisfactory continuity and progression from year to year. Numeracy skills are well used in that Key Stage 2 pupils record their findings in charts, diagrams and graphs. However, information technology does not feature sufficiently in the science curriculum.
97. Resources for science teaching are satisfactory. They are well organised, centrally stored and readily accessible. The co-ordinator has only recently become involved with monitoring standards in the subject by checking teachers' planning, but has not monitored pupils' books or teaching. She has provided some positive in-service training, however, giving teachers some ideas how to use the investigative approach to science; this has had a good effect on pupils' learning.

INFORMATION TECHNOLOGY

98. Standards in information technology are below national expectations by the end of both key stages. Very little teaching of the subject was observed and only a few examples of work seen. The school has adopted current guidance from the Qualifications and Curriculum Authority as a basis for their planning, but this has not yet had an impact on standards. At present, the subject is not planned well enough to meet the needs of all pupils, or timetabled sufficiently clearly. Pupils do not have opportunities to experience or develop the full range of information technology knowledge and skills across all year groups. Each classroom has a computer; although a few are unreliable and most used insufficiently to support learning in this subject or across the curriculum. These issues remain the same as in the previous report and little improvement is evident in provision or standards. An information technology suite is planned, but there are insufficient resources at the time of inspection. Teaching involves pupils in taking turns to complete a task with little extension work to help develop a more versatile range of skills linked to a range of subjects. However, there are plans to boost the confidence and expertise of teachers through appropriate training and support in developing the subject across the curriculum.
99. In Key Stage 1, Year 2 pupils gain some knowledge of control devices and understand that information can be recorded in ways other than written. They create simple sentences and recognise some of the features of word-processed text. However, their skills to programme control devices and use computers to classify information and create simple graphs are not being developed. The youngest pupils are beginning to understand how to select and move items on the screen. They were observed using 'colour magic' program to draw pictures in a box frame with adult support on one-to-one basis. Most pupils, however, are not taught to work independently with self-help strategies. They do not know how to progress when confronted with problems. For example, Year 1 pupils working in pairs and using a language programme, abandoned it when unable to spell the word 'house'.
100. At the end of Key Stage 2, pupils are beginning to use word-processing and drawing skills. Most pupils understand the basic format of the computers and load appropriate programs with confidence. They use the keyboard and mouse competently to control the machine and to input data, saving and printing the results as necessary. Most pupils, however, lack the appropriate skills to use the controls of the programs to amend or add to their data. Their knowledge of setting up a database is developing and this was evident in one of the Year 6 classes, where pupils in their pairs through the week entered information in the chosen fields. In word processing, pupils become familiar with different fonts, type sizes, styles and

colours, although they are less confident in using the facilities of 'cut', 'copy' and 'paste' to reorganise their work.

101. Overall, most pupils, including those with special educational needs make unsatisfactory progress in the acquisition of basic skills. The coverage of the programme of study is patchy; in some areas it is sound, whilst in others it is superficial. Pupils do not confidently learn how to access CD-Rom applications when searching for information. Some of the work in Key Stage 2 is very basic. For example, pupils in one of the Year 4 classes are introduced to the control work through using the Turtle, a robotic toy that follows directions keyed in by the pupils. At a later stage pupils learn to apply this to the screen turtle. A few higher attaining pupils show good levels of understanding of the computers and confidence to successfully explore new programs. Many of these pupils have computers at home. Pupils' skills in the use of multimedia programs and the clear understanding of the uses that information technology equipment is put to in the modern world is limited.
102. Pupils' attitudes towards learning in information technology are generally satisfactory. During the teaching of a new programme pupils sit around one computer while the teacher demonstrates. There is often a lack of interaction and, in a large class, pupils sitting away from the computer become fidgety and lose concentration. However, most pupils enjoy using the computer and look forward to their turn. They successfully share the control of the program when working in pairs. The school is attempting to improve standards through a clear focus on planning and implementation of skills framework. Lessons concentrate on the basic skills and this is beginning to be effective. However, the school has not yet developed strategies to assess and record pupils' progress with reference to the National Curriculum requirements.
103. Only one lesson was observed. Additional evidence on teaching, gathered from scrutiny of pupils' work on display, teachers' planning and discussions with relative staff, indicates that the overall quality of teaching is unsatisfactory, mainly reflecting teachers' subject knowledge and expertise and the organisation of teaching. Teachers do not make effective use of computer in their rooms. Good use is made of the audio visual aids available in school. The school has plans to further enlarge its information technology resources, with more machines and Internet facility, and to develop the role of the co-ordinator in order to raise standards of teaching and learning.

ART

104. When given the opportunities, pupils achieve at the level appropriate to their age in art, but they are taught a very restricted curriculum and little other than drawing and painting is evident. No examples of printing, work with textiles or forms of sculpture and other 3-dimensional work was seen. Most classrooms contain examples of just one piece of art work, which indicates that pupils' learning is limited by lack of access to the subject. There has been little improvement in the subject since the previous report and the weaknesses identified still remain.
105. There are opportunities for pupils to study the works of famous artists and to use these ideas in their own work, for instance, Year 1 use crayon very effectively to record their observations of a still life composition in the style of Paul Cezanne. In Year 2, pupils recreate a pastel picture in the style of Monet. They complete the background and add the main details in reasonable proportion. There is appropriate use of information technology, when Year 3 pupils use a program to reproduce pictures that effectively match the style of Mondrian. In most cases, pupils are encouraged to respond to the works of these other artists to produce comparative works of their own, not just to copy the work directly.
106. Some opportunities for pupils to express their own creativity are evident when Year 4 pupils paint pictures to illustrate 'The Mousehole Cat' and when Year 5/ 6 pupils select from a wide and appropriate choice of materials to create a collage depicting 'Brother Eagle, Sister Sky'. Pupils have the opportunity to work individually, in pairs and in groups. Although there is evidence that some use is made of sketch books in Key Stage 2, they are not used systematically as a means to record ideas and practice new techniques. Pupils encounter too few artistic concepts, for example, there is no evidence that they learn how to produce different qualities of line and tone, or how to present form and space in images. However,

pupils' drawing skills are good by the time they are eleven. They take a pride in the product and sustain good concentration.

107. A few teachers have secure subject knowledge, but the quality of teaching ranges from unsatisfactory to good and there is some confusion between art and design and technology. In the good lesson observed, the skills required for the task are checked and some appropriate ideas for creating a collage shared before the pupils begin work, ensuring better progress and understanding. There are high expectations of pupils' commitment, to which they respond positively. Good quality resources are used and everything required for the lesson is ready and available. Individual pupils are given advice and help as they work, and the teacher teaches throughout the whole lesson. This leads to pupils gaining confidence and competence. Generally, there is insufficient emphasis on evaluating the results of each other's work in order to further improve the finished product. In other lessons observed, there is a lack of pace and low expectations, so work produced is immature and pupils remain unchallenged. Work is displayed with care around the school, indicating to pupils that their work is valued.
108. At present there is no co-ordinator for the subject, and the scheme of work that was produced in 1998 is not being implemented fully. Timetable constrictions result in less time being available for the subject, but the school has yet to review the scheme in order to decide which elements to cover, whilst ensuring that pupils have the opportunity to develop skills and techniques within a balanced programme. Art adds little to the pupils' spiritual development. Although they gain knowledge about a range of Western artists, there is no evidence that the work of artists from other cultures is promoted.

DESIGN AND TECHNOLOGY

109. During the time of the inspection no lessons in design and technology were timetabled. Judgement on pupils' standards of work and progress across the school have been made by scrutinising samples of work in books and on displays around classes, talking to pupils and members of staff. Pupils in both key stages, including those with special educational needs, generally make satisfactory progress. The overall standards and quality of pupils' work is satisfactorily maintained since the last inspection. However, there is more emphasis on design of the product, whilst the making aspect of the subject is not fully developed. For example, as part of their 'textiles' design and technology project, Year 2 pupils' work on 'Joseph's coat of Many Colours'. The two-dimensional finished product by individual pupils involves art skills of a collage all of the same size, shape and visual effect, rather than the individual three-dimensional product involving the skills of making and testing against the designs. Pupils' ability to assess and improve the quality of their completed products is not consistently developed. Pupils do not always record evaluations of finished products. Most evaluations form part of a group or individual discussions only.
110. At Key Stage 1, younger pupils learn to use simple tools to cut and shape paper and cardboard. Most pupils handle scissors with increased skill and use paper, glue and stapler to join and make three-dimensional models. There are limited opportunities for pupils to work with a range of constructional equipment such as, lego and mobilo, to follow instructions and to develop early making skills. Year 1 pupils make sound quality and well-finished puppets with moving parts. They give appropriate attention to safety, neatness and details. There is sufficient emphasis in Key Stage 1, of developing pupils' knowledge and skills in the planning and designing aspect of the subject. Some good use is made of food technology for the youngest, but opportunities to work with clay and play dough are limited.
111. At Key Stage 2, pupils confidently generate ideas but do not always produce more than one design. As an example of a design for a 'shelter' project, Year 6 pupils make paper umbrellas and also link this with designing wartime shelters. Some of the work uses the mathematical skills of measuring well. When planning, pupils use accuracy and detail, for example the 'slippers' to keep warm in winter and 'a doll's house' in Year 5. However, they do not always make product of the quality that looks like their own design. Year 6 pupils effectively learn to shape the fabric of their choice and apply sewing techniques for joining. Most pupils are developing skills, such as measuring and marking out accurately, and make decisions on building and joining materials, for example, pop-up books for younger pupils. They consider

the appropriateness of size, power and strength of the product. There are no examples of using computers in the design process.

112. The evidence suggests that some teachers lack the appropriate knowledge and understanding in the teaching of the subject. As a result, the skills required are not being taught in a structured way. However, there is evidence that some teachers teach correct techniques and use appropriate vocabulary and then pupils make sound progress in acquiring the necessary skills. Based on the samples examined, the attitude and response of pupils towards the subject is generally sound. They work hard and take pride in the finished product.
113. There is currently no co-ordinator for the subject. The school has recently decided to use the guidance produced by the Qualifications and Curriculum Authority as a scheme for teaching design and technology. Resources are adequate in range and quality to meet the demands of the curriculum.

GEOGRAPHY

114. Geography was not timetabled during the inspection week, except for Year 4, so lessons were observed for that group only. Evidence was collected through discussions with pupils, and an examination of pupils' work and teachers' planning.
115. At the end of both key stages, standards in geography are at the level expected. Pupils at the end of Key Stage 2 have completed individual research projects about rivers, using books and materials from the local library, collecting information from foreign embassies, some also using the computer to get illustrations, facts and figures. They describe the effects of rivers on the landscape and demonstrate that they can collect, identify, record and present relevant evidence. They know about the sources, channels, tributaries and mouths of the rivers and how erosion can cause distinctive features. They measure direction and depth using appropriate vocabulary. Pupils with special educational needs also work hard at this assignment and produce work that is appropriate to their age and ability.
116. Pupils at the end of Key Stage 1 understand how people live and work on a small imaginary island off the coast of Scotland, showing an awareness of places beyond their locality. Year 1 pupils recognise some of the features in their own locality and illustrate how they get to school. By Year 3, pupils compare an urban and a rural area after a visit to Godstone. Pupils in Year 4 are learning to use maps to gain awareness of how places fit into the wider context and the meaning of symbols and keys.
117. Pupils are interested in geography. They concentrate well and are keen to answer and ask questions. When pupils are not sufficiently attentive, it can be linked to lack of challenge or the setting of an inappropriate task by the teacher.
118. Work in books indicates that teaching is satisfactory in both key stages. Teachers select and prepare appropriate resources to assist learning. Worksheets, maps, atlases, globes and books are used satisfactorily to develop pupils' skills and knowledge. Progress is enhanced by organised local and residential visits to places of geographical interest such as Lullingstone Park.
119. The geography co-ordinator provides satisfactory support for the teaching of the subject and there is a written policy. The geography curriculum meets statutory requirements, as it follows the nationally suggested framework. Resources are adequate. Issues raised in the last inspection report about the promotion of inquiry skills have been addressed, but the issue of insufficient time allocation still remains.

HISTORY

120. During the inspection, history lessons were observed mainly in Key Stage 2 and in only one year group in Key Stage 1. Further judgements on the quality of provision, standards and progress are based on an

analysis of teachers' plans, pupils' work, displays and discussions with the co-ordinator. By the end of both key stages standards in history are at the expected level and pupils, including those with special educational needs, make satisfactory progress overall.

121. By the end of Key Stage 2, pupils in Year 6 have a good insight into what life was like during the Second World War. They recall the important historical facts, understand the experiences of rationing and show particular empathy with evacuee children. They choose to study a specific topic such as fashion, transport or music, concentrating on a decade from 1950's to the year 2000, and conduct research independently. They distinguish between primary and secondary sources and use both to develop their researching skills. The best work shows a good interpretation of events and an explanation of causes and effects in a structured way, but many pupils present their findings in a limited way and do not discuss different interpretations.
122. Pupils develop key historical skills as well as an understanding of historical facts. Year 1 pupils learn about the difference between holidays by the seaside fifty years ago to those of today, by listening to a visitor describing her experiences of holidays in Margate as a child. Year 2 pupils demonstrate in writing and artwork that they are developing a sound understanding of the causes and spread of the Great Fire of London in 1666. They make comparisons between St Paul's Cathedral before the fire and the new grand building after the fire. Year 3 pupils are learning about sources for the study of the Ancient Egyptians and understand terminology such as Egyptologist, archaeologist and hieroglyphics. Pupils develop a sense of chronology, understanding the differences between past and present. Pupils' understanding is reinforced through observational drawing, painting and singing period songs, and enhanced through their visits to local museums and places of interest such as the Crofton Roman Villa or Hever Castle.
123. Pupils are interested in history. They concentrate well and most are keen to express themselves in different ways. They work well on individual projects and also co-operatively in groups.
124. The quality of teaching is generally sound in both key stages, although one poor lesson was observed, when pupils were set an undemanding and inappropriate task. Teachers use a variety of methods and a good range of resources to assist learning. Lessons are varied and sometimes challenging, which make history alive and relevant for pupils. History supports the development of literacy skills when pupils cover areas such as fact, opinion and empathy, but opportunities for this are limited.
125. The co-ordinator for the subject maintains an overview by retaining samples of work from each year group. There is a history policy and a satisfactory scheme of work. However, the issues raised in the last inspection report concerning the lack of continuity have not all been effectively addressed, due to less time being allocated to the teaching of history, which affects the pupils' depth of understanding and provides fewer opportunities for writing.

MUSIC

126. Music is strength of the school in which all pupils, including those with special educational needs, make good progress in both key stages, particularly in singing. A visiting music specialist teaches recorders to all pupils in Years 1, 2 and 3. Pupils in Key Stage 2 play an impressive selection of musical instruments in large numbers and are successfully brought together to play for the school orchestra. These pupils benefit from the tuition provided by five music specialists for clarinet, piano, violin, flute and double bass. This service is effectively organised and co-ordinated by the music specialist. The school's choir meets regularly to practice and perform. A significant number of pupils receiving choir practice are quite talented and show good progress.
127. Music is very highly valued and standards have been generally well maintained since the last inspection. However, the time allocated to music teaching is proportionately more than generally recommended for the subject. The planning of the music curriculum is not based on a scheme of work that provides clear progression of all the required musical skills. As a result, pupils' performance in aspects of music other than singing and performing is comparatively weaker and their progress limited. Pupils have not yet acquired good refined skills of composing, recording and performing of musical notations. Opportunities

to recognise how musical sounds are used to create specific effects and how sounds are made in different ways are limited. Most pupils respond well to rhythm work using voices, tapping, clapping or percussion instruments. They further develop and enhance this skill into reading real music. The use of information technology in music is currently under-developed. Pupils have limited opportunities for listening to music from other times and places, and to understand the use of rhythm and other musical qualities in defining mood.

128. Pupils' progress over their time in school is satisfactory overall. Year 2 pupils confidently identify the instruments, handle them correctly and keep the pulse of music. Most pupils listen well and can distinguish between high and low sounds. Pupils in Years 3 and 4 are able to deal with significant aspects of music, such as rhythm and pitch when singing. They perform confidently in a range of singing sessions, although they are not often encouraged to sing from memory. By Year 6, pupils sing well and demonstrate a mature approach, with appropriate control of diction, phrasing and breathing. Pupils are confident performers with tuned and untuned instruments. They listen carefully to evaluate their own performance.
129. The quality of teaching in lessons led by the music specialist is good overall. This teacher is enthusiastic and makes good, expressive use of own voice to control singing. The lessons are well structured and carefully prepared. The pupils have a positive attitude to music. They are enthusiastic and generally respond with increasing discrimination in all aspects of singing and playing. They enjoy music and many have potential to achieve well. Most pupils are well-behaved in lessons. They listen attentively and respond appropriately. In a lesson observed in Key Stage 1, the teacher set clear objectives and had appropriate expectations to teach the identification and correct use of high and low sounds. In some lessons, teaching undertaken by the generalist class teachers is less effective due to a lack of subject knowledge.
130. The subject is well managed with clear direction and vision. The co-ordinator has good expertise and is very enthusiastic, which the school recognises needs to be used to enhance other teacher's subject knowledge. Resources are good and include both tuned and untuned instruments, recorded music and books. They are centrally organised for ease of access. The school makes good use of the end of term concerts, clubs and competitions to enhance pupils' musical experiences. The school choir and orchestra further enhance the provision.

PHYSICAL EDUCATION

131. Pupils make sound progress in both key stages developing a complete range of physical education skills. Since the last report there has been an improvement in standards and progress in Key Stage 1 when pupils develop skills in dance, gymnastics and small games. These areas are further developed in Key Stage 2, where pupils also satisfactorily undertake swimming, athletics, cricket and other ball games as well as residential trips, involving adventure activities, in Year 6. Boys and girls participate together in all games and activities and demonstrate appropriate standards in all aspects of the curriculum by the time they are eleven. Pupils with special educational needs play an active part in the lessons and they also make satisfactory progress. This was particularly noticeable in a Year 3 class, where a pupil with arm disability, participated fully and enjoyed learning and practising jumping skills safely.
132. Pupils are well motivated and work energetically at the set task. They warm up purposefully, concentrate on the main activity, involve themselves enthusiastically, enjoy the activities and persevere in order to improve their skills. Pupils can work satisfactorily on their own and with partners, or in small and large groups, and they behave well throughout lessons. They treat and use equipment with respect. These qualities were well illustrated in all the lessons observed.
133. Teaching is generally good. In the best teaching, teachers are clear about what they want pupils to achieve. They give opportunities for demonstration and time for constructive evaluation by both themselves and pupils. This was clearly shown in a Year 4 lesson where pupils were developing their cricket skills as fielders, bowlers and batters. In all lessons teachers move amongst the pupils encouraging and supporting. Expectations of the pupils are good and they are suitably challenged. The pace of lessons is at least satisfactory. Pupils, with few exceptions, move sensibly from one activity to

another with due consideration for safety. Health and safety matters are fully addressed in all activities undertaken.

134. The subject is led by an enthusiastic and supportive co-ordinator. He monitors the planning, but has had no release time to date for monitoring teaching. The scheme of work, based on a published document, ensures a full entitlement for all pupils and a progressive development of skills. Resources are satisfactory, they are stored tidily and are accessible to pupils. The accommodation is satisfactory for the teaching of physical education, having a school hall with a safe wooden floor for barefoot work, complete some with large apparatus, two hard play areas and a field. All pupils in Years 2, 4 and 6 swim during the summer term and are achieving satisfactory standards. The school provides a satisfactory range of extra-curricular sporting activities with athletics, netball and cricket, in which they won the League Challenge Cup Final last year. Badminton is played during winter months and the school is planning to reintroduce a football club. Participation in local tournaments are open to older boys and girls and there is a good level of interest.