

# INSPECTION REPORT

**PARISH CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Bromley

LEA area: Bromley

Unique reference number: 101644

Headteacher: Miss J Graydon

Reporting inspector: Mr J Sorsby

14042

Dates of inspection: 24 – 27 June 2002

Inspection number: 198340

Full 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 Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	London Lane Bromley Kent
Postcode:	BR1 4HF
Telephone number:	0208 460 7336
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Steve Davis
Date of previous inspection:	3 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14042	J Sorsby	Registered inspector		<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
11041	M Moore	Lay inspector		<p>How high are standards?</p> <p>b) Pupils' attitudes, values and personal development.</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
2866	R Battey	Team inspector	<p>Science</p> <p>Art and design</p> <p>Provision for pupils with special educational needs</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
27240	T. Hooper	Team inspector	<p>English</p> <p>Design and technology</p> <p>Music</p> <p>Provision for pupils with English as an additional language</p>	
27738	C. Kadir	Team inspector	<p>Areas of learning for children in the Foundation Stage</p> <p>Information and communication technology</p> <p>Physical education</p>	
20877	D. Pink	Team inspector	<p>Mathematics</p> <p>Geography</p> <p>History</p> <p>Religious education</p> <p>Equality of opportunity</p>	

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

### **INFORMATION ABOUT THE SCHOOL**

Parish Church of England Primary School in Bromley is a very large school with 414 pupils on roll, compared to the national average of 226. Fifty-eight pupils are not of United Kingdom heritage, these being from a wide range of countries, the largest number being of Caribbean and African heritage. Thirty-seven pupils speak English as an additional language but only nine are at an early stage of learning the language. The predominant languages spoken are Bengali, Tamil, Gudjurati and Urdu. Thirteen per cent of pupils are eligible for free school meals, which is below average. At the time of inspection the school has identified 21 per cent as having special educational needs. This includes pupils with statements of Special Educational Needs and is broadly in line with the national average. The percentage of pupils with statements (0.5 per cent) is below the national average. The majority of pupils with special educational needs have moderate learning difficulties. Fourteen per cent of all pupils joined or left the school during the past year at a time other than the normal joining or leaving time. Pupils' attainment on entry to the school is above average for their age in their language skills and average in their number skills.

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

Overall, the school provides a satisfactory quality of education. When they enter Year 1, pupils have above average skills in reading, writing mathematics and science. They achieve satisfactorily throughout the school and when they reach the end of Year 6 their standards in English, mathematics and science are securely above average. This is also the picture in all other subjects of the curriculum, pupils maintaining their standards well. Music is an exception and pupils achieve very well and achieve very high standards between Years 3 and 6. Pupils have very good attitudes to school and learning, and they behave very well. Their personal development is good. Teaching throughout the school is good. Leadership and management are satisfactory overall, but some aspects require further development. There has been satisfactory improvement in those areas identified for development at the time of the last inspection. Given the overall satisfactory effectiveness of the school, the good quality of teaching, pupils' enthusiasm for school and their personal development, the school's successes in the performing arts and the above average income per pupil, the school is providing satisfactory value for money.

#### **What the school does well**

- The quality of teaching is good.
- Pupils' attitudes and behaviour are very good and their personal development and relationships are good as a consequence of good procedures for their promotion and good provision for their spiritual, moral, social and cultural development.
- It provides a good curriculum, well supported by community involvement, and a very good range of extra curricular activities. The curriculum promotes pupils' multi cultural awareness well.
- It enables pupils to become proficient and confident musicians.
- It works very closely and well with parents, who are full partners in their children's education.
- It provides pupils with a warm and caring learning environment in which mutual respect and a strong Christian ethos and moral code, further developed through religious education, influence their daily lives.

#### **What could be improved**

- The formality and rigour of some aspects of management and its focus on raising standards as a central theme of the school's work.
- The implementation of the school procedures for health and safety, child protection and provision for first aid.
- The skills of staff providing support to pupils with special educational needs.
- The efficient use of teaching time, the consistency of the use of assessment data in influencing teachers' planning, provision for higher-attaining pupils and opportunities for pupils to show initiative and take responsibility in their learning.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Since then, standards being achieved in Years 2 and 6 in English, science and religious education have improved across the school, while those in mathematics, music and physical education have improved for eleven-year-olds. The quality of teaching has improved overall. The quality and range of learning opportunities throughout the school have improved since the last inspection and are good. Procedures for assessing what pupils know, understand and can do have improved, but limited use is made of the information in teachers' planning. The school's partnership with parents has improved, but aspects of the care of pupils are now less effective. Pupils' rate of attendance has improved and is now satisfactory. All key issues identified at the time of the last inspection report have been successfully addressed except the provision of consistently challenging work in all subjects to maximise the potential of above average pupils. This remains a weakness. Overall, there has been satisfactory improvement.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	C	D
Mathematics	B	B	C	D
Science	C	A	B	B

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

In the national tests in 2001 for pupils aged seven, standards in reading and mathematics were above average compared to all schools nationally and to similar schools. Standards in writing were below average. Current pupils join the school with standards in reading and writing that are above average for their age, and average standards in mathematics. Inspection evidence shows that present standards in all three subjects among seven-year-olds are above average, those in mathematics improving between when pupils join Reception and reach the end of Year 2. Inspection evidence further demonstrates that in English, mathematics, science, religious education and art, standards are good throughout the school, while in information and communication technology (ICT), design and technology, history, geography and physical education, standards are satisfactory. In music, pupils improve their standards, from average at age seven to well above average at age eleven. As with all other pupils, those with special educational needs and those for whom English is an additional language make satisfactory progress. Although the provision for higher-attaining pupils and those who are gifted and talented is not of a consistently high quality, these pupils also make satisfactory progress overall. The school reached its targets for the proportion of pupils achieving the expected Level 4 at the end of Year 6 in English in 2001 but failed to do so in mathematics. The school is likely to achieve its targets in 2002, which are above average and in keeping with the standards seen during the inspection.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are very highly motivated and participate enthusiastically in all the school offers them.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and throughout the school. One pupil was permanently excluded in the past year.



Personal development and relationships	Pupils become mature, confident young people ready for the next stage of their education. Relationships between pupils and with adults are good.
Attendance	Satisfactory.

## TEACHING AND LEARNING

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

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

Overall, sixty-one per cent of teaching was good or better and no unsatisfactory teaching was observed. One excellent lesson was seen. The quality of teaching in English and literacy is overwhelmingly good, with over eighty per cent of lessons being good or better. The quality of teaching in mathematics, while satisfactory, is significantly weaker. Only thirty-six per cent of lessons observed were good or better, although the one excellent lesson observed was in numeracy. With the exception of the use of time, the use of homework and the use of available information about what pupils know, understand and can do to influence teachers' planning, all aspects of teaching and learning are good. Although the quality of provision for higher-attaining pupils in some lessons is not consistently high, overall, all pupils, including those with special educational needs and those for whom English is an additional language, learn well. All aspects of learning are good with the exception of pupils' own understanding of their knowledge, which is satisfactory.

While the school provides equally well for all pupils, including those with special educational needs and those for whom English is an additional language, insufficient attention is given to adapting lesson plans to take account of available information on what pupils know, understand and can do and consequently, the needs of higher-attaining pupils are often not met.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, and well enhanced by a very good range of extra-curricular activities. However, personal, health and social education is underdeveloped across the school and not all subjects receive appropriate time allocation.
Provision for pupils with special educational needs	Satisfactory. The support of pupils is satisfactory, and they make satisfactory progress. Some support staff are insufficiently trained to be able to provide fully for the needs of the pupils in their charge.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very well for pupils' spiritual and moral development. Provision for pupils' social and cultural development is good. The school prepares pupils well for life in a diverse society.
How well the school cares for its pupils	While this is a very caring school, its procedures for health and safety, child protection and first aid are not rigorously implemented. Consequently, its care of pupils is unsatisfactory. The monitoring of what pupils know, understand and can do is good. However, the use of assessment information to guide curricular planning is not consistent and is unsatisfactory in mathematics, history, geography and design and

	technology.
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How well the school works in partnership with parents	The school works very well with parents, who are full partners in their children's education.
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### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are characterised by a range of strengths and weaknesses and are satisfactory overall. While pupils personal development is well promoted, some aspects of management are too informal resulting in insufficient focus on raising standards.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors are fully committed to the school and work hard to support it, but rely too heavily on the headteacher's advice and guidance.
The school's evaluation of its performance	Satisfactory. A Considerable amount of data is analysed and much used in developing the school's priorities. However, informal management procedures result in much data not being used to influence teachers' planning, which adversely affects pupils' progress.
The strategic use of resources	Satisfactory overall. Some staff and accommodation are not used to best effect.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That pupils behave well.</li> <li>• That the school is well led and managed.</li> <li>• That their children like coming to school.</li> <li>• That pupils make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework set.</li> <li>• The information they receive on their children's progress.</li> <li>• The closeness of the school's working relationship with parents.</li> </ul>

Inspectors agree with some, but not all of the views expressed by the fifty per cent of parents who completed the questionnaire. Inspectors agree that pupils like coming to school and behave well. However, they disagree with parents' views about leadership and management and the progress pupils make. Weaknesses in some key areas of management result in pupils making satisfactory progress, and not good progress. Inspectors find that satisfactory use is made of homework overall, but there is no consistency in the amount of homework set by different teachers. The school has very good working relationships with parents and parents receive very good information about their children's progress.

## **PART B: COMMENTARY**

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

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

1. With the exception of mathematics and music, in which pupils make good progress throughout the school, including the Reception classes, pupils achieve satisfactorily. Levels of attainment on entry are on average above those expected for children of this age. These standards are maintained and pupils' results in Years 2 and 6 are above average. Standards reached by pupils with English as an additional language are satisfactory. Pupils with special educational needs make satisfactory progress overall. Although standards achieved by eleven-year-old pupils in 2001 were lower than those achieved in the two preceding years in English and mathematics and the preceding year in science, the trend in the school's standards over five years has been broadly in line with national trends.
2. The good teaching provision throughout the school indicates that pupils should be achieving higher levels of attainment. Standards are not sufficiently high because firstly, not enough is done to promote the learning of higher-attaining pupils. There are few instances in which lesson plans are adapted to challenge such pupils and promote their learning, despite this having been a key issue at the time of the last inspection. Secondly, many support staff have received insufficient training to support the individuals in their charge by knowing how to provide for their particular, individual needs. Thirdly, in Years 1 to 6, timetables are often not adhered to and teaching time is being lost to other activities. These themes are common throughout the school, and will not therefore be repeated in the consideration that follows of the standards pupils reach in the various subjects of the curriculum. They apply to all.
3. Levels of attainment on entry to Reception are on average above those expected for children of this age in speaking and listening, personal and social development, knowledge and understanding of the world, and in their physical and creative development. Standards in their mathematical development are average. Despite the good provision in the Reception classes, which is characterised by a strong emphasis on language, a good curriculum and good teaching, pupils achieve satisfactorily. Consequently, by the time they enter Year 1, a majority of children continue to exceed expectations in their communication, language and literacy, their knowledge and understanding of the world, and their creative development. In their personal, social and emotional and physical development they reach expected standards. In mathematical ability, their standards rise and are above expectations on entry to Year 1. This represents good achievement. Many children for whom English is an additional language and those who have special educational needs achieve similarly to all other children.
4. Inspection evidence demonstrates that attainment for almost all seven-year-olds is above average in reading and writing. By the age of eleven, pupils are similarly achieving standards that are above average. Because they are entering Year 1 with above average standards, pupils are achieving satisfactorily, for the reasons given above. Standards in the 2001 national tests demonstrated a weakness in writing at age seven, but inspection evidence indicates this has since been overcome.
5. Inspection evidence demonstrates that attainment for almost all seven-year-olds is above average in mathematics. By the age of eleven, pupils are similarly achieving standards that are above average. Because they are entering Year 1 with above average standards, pupils are achieving satisfactorily, for the reasons given above. Standards in the 2001 national tests were above average for seven-year-olds and average at age eleven. Inspection evidence demonstrates that standards in mathematics for eleven-year-olds are now also above average. However, the lower than expected proportion of pupils who achieve the highest levels when compared to similar schools remains a problem.
6. Teachers' Assessment at the end of Year 2 and the results of the national tests at the end of Year 6 in 2001 in science indicated that pupils reached standards above the national average and those for similar schools. Current pupils in Years 2 and 6 are achieving similarly. This represents

satisfactory achievement, because pupils entering Year 1 are above average in their standards. Overall, the quality of teaching in science is satisfactory, demonstrating satisfactory achievement. While higher-attaining pupils are having more success in science than in English or mathematics, teaching is still characterised by a lack of adaptation of work to meet their needs and to challenge them appropriately. Inspection evidence places pupils aged seven and eleven at above average standards.

7. In art and design by the ages of seven and eleven, the standards being achieved by pupils are above expectations. This represents satisfactory achievement, which is itself the result of the reasons given above. One difference in art and design is that, because of the support lower-attaining pupils receive from more able classmates, they make good progress.
8. Although no lessons were observed, and the quality of teaching and its impact cannot be judged, pupils past work in design and technology demonstrates their standards to be in line with expectations at age seven and eleven. A lack of appropriate resources and weaknesses in the use of assessment data in lesson planning result in pupils being unable to do the necessary work to raise their standards further.
9. Satisfactory teaching leads to pupils having expected standards for their age in geography and history. In geography, too much emphasis on the use of printed work sheets prevents pupils writing and thinking about extended answers or developing a sense of presentation and layout, while in history, opportunities for extended writing are also missed. In geography, too little emphasis is placed on developing the work to meet the needs of higher-attaining pupils, while in both subjects, too little use is made of assessment data in general to meet the needs of all pupils.
10. Overall, pupils reach average standards in information and communication technology throughout the school and their achievement is satisfactory. Pupils are learning appropriate skills in the ICT suite but are not being given sufficient opportunities to practise their skills in their classroom work in other subjects. The raising of standards in ICT has begun with the improvement of facilities and the conclusion of staff training. A new scheme of work has also been partially introduced and is already having a positive effect on standards reached.
11. Standards in music at age seven are in line with expectations and pupils achieve satisfactorily. By the end of Year 6, standards are well above expectations, pupils having achieved very well. This is largely because of the central role music plays in the school, the expertise of the headteacher and others, the work of visiting musicians and pupils' own enthusiasm for music. Many pupils are excellent performers and participate in the school orchestra, choir and in other musical activities. All these activities contribute greatly to pupils' enjoyment and success.
12. Although few lessons were observed, examination of teachers' records and the school's curriculum and scheme of work, and discussions with the subject co-ordinator and other teachers indicate that in most aspects of physical education, including dance, standards throughout the school are in line with expectations. No judgement can be made on the quality of teaching in Years 1 and 2, but teaching in the remainder of the school is good. This is a subject where teachers have high expectations of pupils, and standards reached by eleven-year-olds have improved.
13. In religious education, good teaching, a wide and interesting variety of approaches to the teaching of the subject, good management, the strong Christian ethos in the school and the good use of visiting speakers to enhance the curriculum all result in pupils achieving standards above the expectations of the locally agreed syllabus.
14. The standards reached by pupils with English as an additional language are satisfactory and their progress is very similar to that of all other pupils in most subject areas. The arrangements for developing their English skills are managed by the co-ordinator for pupils with special educational needs. The demands on her time make it difficult for her to exercise anything more than a watching brief over this part of school life. Much of the help and support is given outside the classroom. Pupils are withdrawn from lessons and are given help either individually or in small groups. The few pupils who are at an early stage of language acquisition receive support from a

visiting language teacher employed by the local education authority. She is responsible for assessing the level of support necessary for pupils new to the school and liaises effectively with the special educational needs co-ordinator. Most of this work takes place with the younger pupils but is available to older pupils as necessary.

15. Pupils with special educational needs make satisfactory progress overall. Pupils receive satisfactory levels of assistance in their classes from teaching and support staff and when withdrawn for support in small groups. There is an emphasis on improving pupils' literacy and numeracy skills. There is insufficient attention given to link with the school's very good strategies for supporting pupils' behaviour for pupils with special educational needs who have personal, social and emotional problems.

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

16. Pupils' attitudes, behaviour, relationships and personal development are very good, and these high standards have been maintained since the time of the last inspection.
17. Pupils display very good attitudes to the school and their work. Those interviewed during the inspection confirmed that they enjoyed coming to school and that staff were very supportive of them and helped them to learn well. This was confirmed by the inspection findings. Children, when they are given the opportunity, are able to work independently, relate well to adults and work and play together. Most children in the school, including those in Reception, were able to follow instructions and concentrate well. They displayed very good behaviour in both the classroom and play areas and showed a great interest and involvement in their activities. In a very good Year 2 personal, health and social education lesson, pupils demonstrated that they knew the difference between lying and telling the truth and were able to discuss sensibly together the moral values presented in the video presentation they were watching. They worked well as part of a team to form judgements. In a very successful Year 2 English lesson, pupils displayed good speaking and listening skills and worked well in individual groups to discuss the different meanings of words.
18. Pupils mostly listen well to teachers and enthusiastically work to obtain good marks and house points. Pupils have a good respect for the feelings, beliefs and values of others, they know and understand that people have beliefs other than their own and recognise the virtue of tolerance and understanding.
19. In the overwhelming majority of lessons seen, pupils displayed very good behaviour and co-operated well with staff, contributing to their good learning. Behaviour at lunchtimes and breaks is also very good. Lunchtime is enjoyed as a pleasant, social occasion and the inspection team were greatly impressed with the good manners and courtesy shown to them by many pupils.
20. Pupils show a healthy respect for property, whether their own, other pupils' or the school's. Library books, textbooks, computers and musical instruments are treated with care and respect. The school building is graffiti and litter free. During informal interviews pupils of all year groups confirmed that they were proud of the school and they were committed to ensuring that it stays in good order.
21. Pupils know and understand the school rules and are keen to observe them and to receive house points and class awards. No oppressive behaviour was observed during the inspection. There has been only one permanent exclusion during the previous year.
22. Pupils display satisfactory initiative and responsibility but in some areas they are not given sufficient opportunities to develop these skills. For example, some teachers are over-prescriptive in lessons, particularly practical lessons such as scientific investigations, missing opportunities for pupils to use their initiative and learn independence. Where pupils are given responsibility they display initiative and maturity. For example, Year 6 pupils carry a broad range of responsibilities for aspects of school life including acting as mentors for new arrivals at the school. Pupils from all year groups are involved in fund-raising activities and many pupils perform confidently and competently as soloists in the school orchestra.

23. Attendance at 94.8 per cent is satisfactory and has improved since the previous inspection. Pupils are punctual arriving in school, but some teachers display little urgency in ensuring that, during the day, lessons start as scheduled.
24. Relationships within the school are good. Pupils are, in the main, very polite to all teaching and non-teaching staff, work well with them and approach them with confidence. During the inspection week it was noted that pupils were helping and supporting each other, this was particularly so in the play areas where older children were relating extremely well to younger children, behaving courteously towards them and acting as friends and mentors.

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

25. The quality of teaching is good overall, and there has been some improvement since the last inspection. One out of every five lessons observed was very good or excellent. In Years 3 to 6 almost one in every four lessons observed was very good or better and three of every five lessons observed were at least good. On excellent lesson was observed. In Years 1 and 2, the same proportion of lessons was good or better but only three out of twenty lessons were very good and no excellent teaching was seen. Teaching in Reception was particularly good, with seven out of every ten lessons being good or better and three out of ten being very good. The quality of teaching overall is a strength of the school.
26. Particular strengths of teaching throughout the school are teachers' knowledge and understanding of the subjects they teach, the effectiveness of their planning between classes to ensure all pupils receive the same curriculum and their management of pupils and the calm and productive atmosphere in classrooms. Less strong features are the frequent lack of consideration of the needs of higher-attaining pupils to ensure they are appropriately challenged, and the lack of specific training for support staff to ensure they understand and can deal with the particular needs of pupils with special educational needs and those for whom English is an additional language.
27. Teaching observed in Reception was good. Staff have a secure understanding of how young children learn and the importance of play and first hand experiences. This has a positive effect in supporting children's progress towards the Early Learning Goals and provides a firm foundation for learning in Year 1 and beyond. A further significant strength was the emphasis placed on developing children's language and communication skills. However, too little opportunity is given for self-directed learning, and too great an emphasis is placed on children completing work sheets as evidence of learning having taken place.
28. The teaching of English and literacy was good throughout the school. Particular strengths were teachers' knowledge and understanding of the National Literacy Strategy and the imaginative lessons they prepared for pupils. Teachers plan together in year groups ensuring that there is consistency between the lessons taught to different classes. This ensures that all pupils have the same opportunities to achieve well. A weakness was the lack of provision for higher-attaining pupils, resulting in their not making as much progress as they could.
29. The teaching of mathematics and numeracy is notably variable between year groups, and is satisfactory overall. The variations between year groups primarily concern the expectations teachers have of their pupils and the level of challenge with which they therefore present pupils. In almost every year group, relationships are good or very good and lessons proceed in a calm and productive manner.
30. The teaching of science throughout the school is satisfactory. Although teachers manage their pupils well, and lessons are calm and productive, too little opportunity is present for pupils to use their initiative and carry out investigations themselves. All investigations seen were carried out by teachers as demonstrations, while pupils completed work sheets. As in many other subjects, there is too great a use made of such worksheets. A further problem in the teaching of science is the range of resources used by teachers. There is a sufficient range of resources available in the school, but teachers seem unaware of its existence.

31. In art and design the quality of teaching across the school is good. Teaching is greatly enhanced by the involvement of a part-time specialist who has worked with pupils and trained teachers. Additionally, the headteacher is an art enthusiast and has trained teachers well in the skills and techniques they require. While pupils create some three-dimensional art, this is limited in range by a very limited availability of resources for this work.
32. Insufficient evidence is available to make a judgement on the quality of teaching in design and technology and music.
33. In geography and history, teaching is satisfactory. Relationships between pupils and teachers are good and pupils behave well and concentrate on their work. However, in geography there is too great an emphasis on the use of work sheets, preventing pupils from practising laying out work and presenting it well, including extended pieces of writing. In history, in planning their lessons, teachers do not take enough account of what they know about pupils' prior learning in order to accurately meet the needs of pupils of different abilities.
34. Teaching and learning in information and communication technology is satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers are growing in confidence and subject expertise. They use learning resources well to explain and demonstrate new techniques. Lessons are a good mix of whole-class teaching and practical work. Teachers ensure that all pupils are engaged well in activities. Information and communication technology is used effectively in the teaching of other subjects of the curriculum in the ICT suite, but pupils have insufficient opportunities to apply the skills they learn to their work in other subjects in the classrooms.
35. The quality of teaching of physical education is good for pupils in Year 3 to 6. Too little evidence was available to make judgements about its overall quality for Years 1 and 2. Teachers plan their lessons well, and competently adapt their plans if circumstances in a particular lesson warrant this. Pupils are managed well and little time is wasted. Pupils participate enthusiastically.
36. Teaching of religious education is good throughout the school. Teachers have good subject knowledge and incorporate into their teaching a respect for other people within the class, the school and the wider environment. Pupils respond positively to their teachers and are keen to learn. They find the activities based on the locally agreed syllabus interesting. The strong Christian ethos of respect and understanding created by teachers in religious education lessons pervades the whole school and is reflected in the very positive relationships that exist.
37. Teachers, with generous levels of assistance from support staff, appropriately modify teaching methods and resources to meet the needs of pupils with special educational needs. As a result of this effective support, pupils learn well, and achieve satisfactorily. For example, pupils with learning difficulties in literacy successfully complete partly prepared sentences with good levels of understanding and accuracy. The support they receive from support staff enables them to complete work similar to that of the pupils in the rest of the class who are able to write sentences unaided. The support for children under five at the Foundation Stage of education is satisfactory. They do not have as much support from support staff as older pupils receive.
38. Pupils with English as an additional language also receive support in lessons from the learning support assistants. In many lessons these assistants have a good knowledge of the focus of the lesson and take an active part in helping pupils by encouraging and giving appropriate help. However, this support is often diluted, as the assistants also have to help pupils with other educational needs. As pupils become more confident in their grasp of English their out-of-class help is usually given by non-specialist learning assistants. Although these assistants have had no specialised training their support is effective and they have been involved in the planning of the lesson by the class teacher so that the pupils are aware of what their peers are learning. The assistants keep records of pupils' progress and communicate these to class teachers and the special needs co-ordinator.



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

39. The quality and range of learning opportunities for children in Reception and for pupils between the ages of five and eleven have improved since the last inspection and are good. The school provides a good range of stimulating, interesting and relevant areas of learning for all, meeting all statutory requirements including the teaching of religious education.
40. Teachers plan effectively across the year groups. The curriculum co-ordinators relevantly monitor this planning and support any necessary developments. There are also co-ordinators for infants and juniors; these are members of the schools' management team. As well as this the school has appointed an overall curriculum manager, who takes up the post in September. Their role is not clearly defined and they have an inadequate awareness of ways in which the curriculum is taught. For example, teachers are mainly responsible for their own timetables. Here, even though there is an appropriate allocation of planned time for all subjects of the National Curriculum, except for personal, social and health education, teachers frequently take some of the allocated time from lessons for pupils to read silently or for other activities. This leads to many lessons not starting on time as planned. The newly adopted policy for personal, social and health education says its time allocation is between 20 to 30 minutes a week. The headteacher, when allocating time for each subject, has not adjusted the curriculum time allocated to other subjects to allow for this input. During the week of inspection a Year 3 class did not have any allocated time for literacy on one day of the week. The allocation of time for school assemblies at 9.15 a.m. on Wednesdays means that pupils start their literacy or numeracy lessons for twenty minutes, having to resume their lessons, in most cases at between 9.30 to 9.50 a.m. after assembly. However, this arrangement does not apply to all classes. Of the three Year 2 classes, one returns after assembly to personal, social and health education. This class completes its literacy after the morning break. The other two classes return to literacy after the school assembly. There is a good breadth for the curriculum. However, because of the wide variety of unmonitored interpretations in timetabling the curriculum, with too much flexibility for teachers to interpret its delivery for themselves, the balance of the curriculum is unsatisfactory.
41. The National Literacy and Numeracy Strategies are being implemented satisfactorily across the school. The school had adopted mainly the national guidance on schemes of work for science and the foundation subjects of the National Curriculum. In some subjects, such as art and design, it is starting to develop its own schemes of work arising from this national guidance. The school sets adequate times for pupils to use ICT in a suitably equipped suite. It now has a new larger room for this purpose, which it is in the process of equipping. However, there are not enough opportunities for all pupils to use computers in classrooms. The opportunities for pupils to study music and to learn a musical instrument are very well developed. Homework is satisfactorily set but there are insufficient checks by management staff to determine how frequently it is set. The amount pupils are given is variable according to the wishes of each teacher.
42. The school adds breadth to the curriculum through its developing programme of personal, social and health education and includes the appropriate provision for sex education and the dangers of drugs misuse. For example, a Year 1 class responded very well with a good understanding when stating, in turn, how they recognise that each one of us is special. In a Year 2 science lesson pupils were starting to successfully recognise how mammals and fishes reproduce their young. When given the homework task, to find out which mammal lays its eggs outside the body the pupils eagerly reported back the next day that it was the platypus.
43. A good range of visits enriches the curriculum and the social aspect of personal development. Visits are made to children's concerts at the Festival Hall and to art galleries such as the National Gallery and the Dulwich Picture Gallery. Pupils are taken to the theatre to see plays, for example, 'Alice in Wonderland'. The wider curriculum and the development of the pupils' awareness of how other people live are much enhanced through the curriculum links established by the headteacher with a school in Kenya. As a result of the visit of five members of staff to this school in August 2001 curriculum studies have been developed in geography to make pupils aware of the physical and environmental issues of life in Kenya and in countries other than our own. Artwork has been stimulated by artefacts brought back from Kenya. Pupils, conscious of the shortage of books for

the Kenya school, have written and illustrated books for the pupils. They frequently correspond with pupils in Kenya and discuss personal, social and health education issues such as poverty and the impact of Aids. The development of dance as part of the physical education programme of work has led to a dance group taking part in a local dance festival with performances at Rochester Cathedral, The Barbican and The Friars at Aylesford.

44. All pupils, including those with special educational needs and those for whom English is an additional language, have a satisfactory equality of access and opportunity to the curriculum. The school has recently started to address, through its policy, the needs of higher-attaining pupils. Those who are gifted and talented make satisfactory progress. However, there is not yet a close enough match of curriculum activities, except for music and art and design, to sufficiently meet their particular needs and to aid their achievement at high enough levels. On a small number of occasions, pupils are withdrawn for additional support at inappropriate times: for example, for literacy support during the time allocated for numeracy. In all classes boys and girls work very well together. All pupils are enabled to take part in the wide range of activities the school offers; this is an example of the school's good commitment to equal opportunities. For example, pupils with special educational needs are members of the school orchestra.
45. The school offers satisfactory levels of support and provision for pupils with special educational needs across the school. Some of these pupils are withdrawn from their main classes for support in small groups. Here, two part-time members of staff perform the teaching. One of these is the co-ordinator for special educational needs. This support, mainly for literacy and less often for numeracy, usually meets the pupils' needs and aids their progress. For example, due to the very good teaching they received a Year 3 group, withdrawn for literacy support, showed very good attitudes, achieved very well and attained average standards. However, there are occasions when withdrawing them for support is not necessary and with help they could be taught in their own classes. The school is satisfactorily moving towards meeting the requirements of the new Code of Practice, which is to be in place with effect from September 2002. The co-ordinator for Special Educational Needs has appropriately advised and supported teachers to assist with the review and writing of targets in the pupils' Individual Education Plans. Most Individual Education Plans deal satisfactorily with the pupils' literacy needs and infrequently with their numeracy needs. They do not deal sufficiently with their behavioural, emotional and social development or the pupils' low self-esteem arising from their needs. The school does not take sufficient account of information obtained from the behaviour records of its pupils when deciding on the provision it should make for their special educational needs. Sometimes, due to staff changes and lack of training regarding provision for special education needs, not all teachers are fully aware of what to do and how to recognise the full range of special needs the pupils might display. This leads to some pupils being placed on the register of special educational needs when their needs are not great enough for them to be registered at that time. There are other pupils who, as a result of review, should be moving to a lower level on the register. The process of reviewing education plans with parents and specialists from outside the school is satisfactory. Sometimes, insufficient information is gathered to make accurate decisions when reviewing the pupils' progress and future needs.
46. The school provides a very good range of extra-curricular activities. At the time of the inspection there were thirty-two clubs on offer, before school, at lunchtime and in the evening. Sporting clubs such as those for football, netball, hockey, and gymnastics take place after school. Pupils have opportunities to sing in the large school choir and a very extensive range of opportunities to play a very wide range of musical instruments enabling the school to provide an orchestra of fifty players. Other clubs such as the dance and art clubs make a significant contribution to the above average standards pupils attain in these subjects. The local community makes a good contribution to pupils' learning. Many parents and governors work in the school. Professionals from various walks of life are invited into the school to give talks. These include nurses, fire officers, police, chiropodist, church youth workers, drama group for drug education, the life education bus and railway safety officer. Instrumentalists are frequently invited to perform, including a harpsichord expert and instrumental ensemble as part of an opera workshop.
47. The relationships with partner institutions are satisfactory. The school has satisfactory links with most of the local secondary schools and Year 10 pupils attend the school for work experience. The head of Year 7 from the secondary school visits Year 6 pupils and they visit some of the

secondary schools. There are contacts with a local further education college and a range of good contacts with the church and other local churches.

48. The school makes overall good provision for developing the spiritual, moral, social and cultural awareness of its pupils. The strong Christian ethos of the school and its clearly expressed aims, combined with the school's philosophy of care for others, effectively promote pupils' spiritual, moral, social and cultural understanding. Pupils have a deep concern for the welfare of others and through a series of experiences and activities are able to reflect on their own actions and those of others.
49. The provision for pupils' spiritual development and their understanding is very good. Well-conducted school assemblies and the input of two local churches provide good opportunities for pupils to engage in personal reflection. Assemblies are appropriately themed and Christian beliefs are explored and developed through prayer and spiritual thought. For example, in an assembly seen during the inspection week, the teacher shared with pupils his perception of the strong connection between the church and charity. Pupils gave examples of their experiences of working for charities and offered their ideas for further supporting charitable causes. Ministers often attend assemblies and work closely in the school. The school complies fully with the requirements of collective active worship. In some lessons, particularly art and design and music, the spiritual dimension is well themed but due to the uneven timetabling and teaching of personal, health and social education some opportunities to extend spiritual thinking in all areas of the curriculum are missed.
50. The provision the school makes for the moral development of its pupils is very good. The strong Christian values promoted by the school ensure that the school is a caring community, which respects all its members. A very clear code of conduct and rewards and sanctions system ensures that pupils are aware of right and wrong. For example, in a Year 2 personal, health and social education lesson observed, pupils were able to clearly define their perception of dishonesty and knew that to steal was wrong and unacceptable. Pupils are very well disciplined and understand what behaviour they should present to contribute to an orderly school community. Moral values are well taught through hymns, discussion and assemblies. Staff encourage pupils to relate well to each other and behave in a mature and sensible manner. Pupils are encouraged to work hard for charities such as the local hospice and Blue Peter Fund. Within some subject areas, such as history, geography and English, moral issues are debated. Pupils' moral growth is well sustained in religious education.
51. The provision for social education in the school is good and is well promoted through daily life, curricula and education visits. Older pupils befriend younger pupils and guide them through their first weeks of school life. When pupils are provided with opportunities, they carry out their responsibilities with maturity and confidence. The school places pride on their corporate sense of community. Every pupil is valued and equality and respect permeate throughout school life. Pupils work co-operatively within their class settings and school teaches pupils courtesy and trust. Relationships between adults and pupils are good. Pupils know their teachers and feel cared for by them.
52. The provision for cultural development is good. It is displayed through use of stories from other cultures, school visits and visitors to school. The twinning arrangements with the school in Kenya have enhanced pupils' perception of a multicultural society. The school makes good use of displays and artefacts to enable pupils to appreciate the diverse nature of other cultures. The works of artists such as Monet, Picasso, Hogarth and Van Gogh, and local artists, are prominently displayed in corridors and classrooms. Music, which is a strength of the school, is well used to enhance pupils' knowledge and understanding of composers and regular visits to churches, cathedrals and a local synagogue take place. Visits, however, to other places of worship such as Buddhist and Sikh temples have yet to be provided and opportunities to increase pupils' awareness of faiths other than their own are sometimes lost. Pupils are regularly taken to theatres and the school is very pro-active in involving the community in its cultural events, inviting them to concerts and musical productions. During the inspection week a very successful school concert was observed where pupils played in the orchestra extremely well and displayed maturity and confidence in their solo presentations.

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

53. This is a very caring school, which lives its strong Christian ethos to the full and encourages pupils to do so in their personal lives. However, the provision that the school makes for some aspects of the care of its pupils has deteriorated since the last inspection and consequently, overall, it is now unsatisfactory.
54. Procedures for monitoring pupils' personal development are satisfactory. Staff keep good records on a daily basis of pupils' development and share the information with parents. This information is collated annually and is used to prepare pupils' reports and to set targets for individual education plans for pupils on the Special Educational Needs register.
55. Pupils interviewed feel that they are well cared for and can relate to staff who they know and trust. Education and personal guidance for pupils is satisfactory. Staff display satisfactory levels of care and are committed to pupils' welfare but the personal, health and social education programme is underdeveloped.

56. The school has a comprehensive child protection policy but does not adhere to it. Since taking over responsibility for child protection three months ago, the child protection officer has received no training and is unclear as to her duties. Training in child protection matters is not included in induction proceedings for new staff and no permanent staff have received training. The records the co-ordinator received are very brief, incomplete and inadequate. This, coupled with her and other staff's lack of training and her lack of understanding of her role, mean that the school is not equipped to carry out its statutory and moral responsibilities with regard to child protection.
57. Formal health and safety audits are very infrequent and irregularly carried out and the school's informal monitoring of health and safety does not meet required standards. The governing body is also insufficiently rigorous in its monitoring of this important aspect of school life. There is no appointed link governor, reports are not presented to the governing body and there is no procedure for monitoring whether issues have been dealt with effectively. However, the fire alarm system is regularly tested and fire drills are carried out at appropriate intervals. During the inspection week a very successful evacuation of the school was carried out. Pupils left quickly and re-entered in a calm and sensible manner. Registers were correctly checked.
58. The school has a well-equipped, dedicated First Aid Room and has five first aiders, all of whom have received appropriate training and are in possession of up-to-date certificates. However, there is weak management oversight of first aid and all members of staff give first aid treatment regardless of their prior training. As a result, some clinical procedures are not correctly carried out. For example, staff do not wear protective gloves when treating open wounds. Accidents are well recorded and the school keeps good records of administration of medicines.
59. The school has good procedures to promote acceptable standards of behaviour by its pupils. The behaviour policy of rewards and sanctions is well understood by pupils, who are keen to earn praise and house points from teachers. The few school rules are conspicuously displayed and most pupils understand and respect them. Bullying is not tolerated by the school and pupils have a clear perception of acceptable and unacceptable behaviour. They display a good level of maturity and, when given the opportunity, accept responsibility in both learning and at recreation. Pupils are proud to receive and wear badges for good work and behaviour. Pupils' attitudes and behaviour are in keeping with and well supported by the school's strong Christian ethos. Procedures for the monitoring and promoting of attendance have improved since the last inspection and are satisfactory overall.
60. A key issue for development from the previous inspection was to accelerate the programme for assessing attainment in mathematics and science and initiate measurable procedures for all the foundation subjects. The school has developed an appropriate policy for assessment; the school's procedures for assessing pupils' attainment and progress in the core subjects of mathematics and English are satisfactory and they are good in science. In the foundation subjects procedures for assessment are satisfactory. The headteacher and a member of the administration staff have received training on how to input and interpret data using the Assessment Manager program. In addition to statutory tests for seven- and eleven-year olds, the school uses a range of standardised tests for pupils in all year groups. These include the optional tests from the Qualifications and Curriculum Authority. The results provide helpful data for monitoring overall performance and are used by the senior management team to analyse trends in performance. Tracking systems are in place for all pupils including those with special educational needs and those for whom English is an additional language.
61. Teachers are expected to use assessment information to guide target setting and planning. However, the use of assessment information to guide curricular planning is not consistent and it is unsatisfactory in mathematics, history, geography and design and technology. The use of assessment information is currently not being monitored and the headteacher recognises the need for a much tighter focus on accountability through monitoring and by making expectations explicit to all staff. Marking is inconsistent. Where it is good, marking focuses on aspects of pupils' work which yield insights into their current understanding; and the teacher's constructive comments move pupils' learning on by involving them in a dialogue. In other instances marking does not always focus enough on helping to move pupils on to the next stage of learning, for example when work is simply ticked or marked wrong without an explanatory comment for the learner.



62. The school has appropriate procedures for the recognition and provision for pupils with special educational needs. It effectively uses test results, target setting and concerns expressed by class teachers to decide where extra support can be introduced. Teachers usually devise suitable targets in the pupils' Individual Education Plans to meet their needs. The co-ordinator for special educational needs does not have sufficient time to monitor the accuracy of these targets through visits to classes, and her own support work in class, to see how effective the targets are in meeting the pupils' needs. This leads to some pupils being placed on the register of special educational needs unnecessarily or for too long or not at an appropriate stage.
63. Equal opportunities are satisfactory. All pupils have satisfactory access to the curriculum and there are clear procedures for ensuring the inclusion of all pupils. Some pupils are withdrawn from lessons for music and special educational needs. Whilst these withdrawals do not affect the standards pupils attain, nor their social relationships within the class, improved monitoring of this provision would ensure that this remains so.

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

64. The school's partnership with parents has improved since the previous report where annual reports to parents were described as being too variable in quality throughout the school and did not set targets for future development. The school has addressed this concern and relationships and communication with parents are now very good.
65. The information provided to parents is very good. The school provides a very informative brochure, which is parent-friendly and contains a good deal of information about school life and organisation, rules and extra facilities. Regular newsletters are also produced giving good information about proposed events, staff changes and innovations that the school wishes to promote. The school has recently sent out a questionnaire to parents and has used the information gained to further improve its communication and liaison with parents.
66. The school holds three parents evenings per annum where parents are invited to visit the school to meet the headteacher and teachers and discuss with them their children's progress. The school regularly contacts parents if they have any concerns about pupils' work or behaviour. The school's open door policy is well appreciated by parents and they know that they can contact the school at any time without appointment if they have any urgent matters that they wish to discuss.
67. Annual reports provided by the school are well produced and contain grades awarded to pupils and a good explanation of the grades given. They provide good information about pupils' progress in each subject. Parents are well informed about pupils' personal targets, at regular consultation meetings.
68. The school is very active in involving parents in the daily life of the school and their children's education. Parents are encouraged to come into school to help and many do so, helping pupils to read, supervising pupils, helping with art and design work and bringing their own skills to the school. For example, a very impressive concert was observed during the inspection week, conducted and directed by a parent helper, and numerous parents were observed helping in school. The work of parents is greatly valued and appreciated by the school.
69. Induction procedures for children joining the school are good. Members of staff do not carry out home visits prior to entry to the school but parents are encouraged to come into school for a tour prior to selection. Year 6 pupils, who are pleased and proud to show prospective parents around the school, lead the tour. When pupils have been offered a place, parents are invited back into school for an induction meeting where the headteacher and staff give them full information about the school, its policies and ethos. Parents are also invited to consider and sign the home-school agreement.
70. Parents are satisfactorily informed on the progress of their children with special educational needs. They can make contact with teachers at any time they wish. Termly reviews of Individual

Education Plans and the yearly reviews of statements give further comprehensive information. They are invited by letter to all reviews and are requested to respond with their views. If they do not respond they are contacted by telephone and invited to discuss their children's needs. The school has no designated person to visit the parent's home, as necessary, in a few urgent cases.

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

71. Overall, the leadership and the management of the school are satisfactory, but there are some serious deficiencies that are detracting from pupils' achievement and the raising of standards and pupils' attainment. At the time of the last inspection, leadership and management were judged to be good.
72. The headteacher has successfully continued to maintain and develop the school's strong Christian ethos and to ensure that the school operates as a calm, warm and friendly Christian community. Consequently, in much of school life, pupils display very good personal development, maturity and self-confidence. In this important area of the school's work, the headteacher leads by example.
73. Many aspects of the management of the school are informal and less effective than they need to be. For example, no records are kept of discussions and decisions at meetings of the senior management team. Consequently, there is no formality to their work, which detracts from the effectiveness of strategic management. Delegation to middle management is often ineffective and seldom followed by effective monitoring of their work. This leads to inefficiencies, for example, in the use of teaching time. Senior management are unaware of numerous timetable anomalies and changes that restrict learning and the effective delivery of the curriculum. Often, aspects of the management work carried out by class teachers, such as timetabling, goes unchecked and without comment by senior management. The implementation of whole-school procedures, such as those for child protection, are similarly not monitored and have become ineffective.
74. The work of the senior management team has been severely hampered by the understandable absence of some key members as a consequence of matters beyond the control of the school. While the headteacher has done well to lead the school under difficult circumstances, she and her senior colleague recognise that immediate action is needed to deal with areas of weakness. For example, senior management and many other staff job descriptions are out of date and no longer reflect current needs. There is also inefficient use of some staff, for example, the Foundation Stage Co-ordinator, who, with her additional responsibilities throughout the school for art and design and dance, is carrying too much responsibility to be able to give of her best in all areas. It is also clear that the co-ordination of special needs requires more time than is presently available.
75. Lack of clarity concerning roles and responsibilities coupled with the inefficient use of some staff time has resulted in a lack of clarity among some staff concerning their responsibility for raising pupils' standards. This is further exacerbated by the lack of formality in management systems. For example, some subject co-ordinators do not identify or recognise raising standards as their responsibility.
76. Systems are in place for the monitoring of teaching by the headteacher, deputy headteacher and subject leaders and effective monitoring is taking place in a range of subjects. Strengths and areas for development identified through monitoring are being appropriately highlighted and addressed through staff development and performance management objectives. The strengths and weaknesses of individual teachers are known and appropriate action is taken to support and improve teaching as required. As a consequence the quality of teaching has improved since the last inspection.
77. The school examines a range of available data in evaluating its own performance, and is aware of its strengths and weaknesses. However, in a range of areas and subjects, for example mathematics, the information derived from the analysis of data is not used effectively to influence planning and raise standards.



78. The school is clear about its educational priorities, and the senior management set an appropriate educational direction, satisfactorily supported through their financial planning. Funds carried forward to future years are appropriately earmarked for future developments. The school development plan and budget contribute satisfactorily to setting the direction, but the informality of management results in teachers' hard work not always being successfully channelled into raising standards. Additional funds received by the school for specific purposes are not always used to best effect. For example, funds are received for staff training and also to help meet the needs of pupils with special educational needs. Despite this, support staff who are working with pupils with increasingly complex learning and behavioural problems have gone untrained for many years. In other respects, the school effectively employs the principals of best value in its purchasing and deployment of many of its resources and in other aspects of its work, such as comparing its results with those of other schools. In the context of above average income per pupil, because of the lack of training of support staff, the inadequate monitoring of timetables and occasional inappropriate decision-making concerning use of available funds, the school is judged to be achieving only satisfactory value from its resources.
79. The school's aims and values are very effectively reflected in many aspects of the school's work, such as its development of mature young pupils ready for the next stage of their education. However, the lack of rigour and urgency in management results in aims and values not being reflected in other aspects of work. For example, important aspects of caring for pupils in accordance with the school's aims and values are not fully understood by all and so implemented correctly. This includes health and safety, child protection, attendance and first aid procedures. Similarly, while inclusion of all is a school priority, and very good examples were seen, such as the involvement of pupils with special needs in a concert, other pupils with special needs are not being appropriately supported in lessons because of inefficiencies in management, support staff not being aware of pupils' targets and a lack of awareness because of a lack of training as to how to best help particular pupils.
80. Governors play a very active role in the life of the school. They are hardworking and committed, and many visit regularly to help in classrooms and work with pupils. With the exception of the omission of references to the implementation of the special educational needs policy and access for pupils with disabilities in their annual report and of their full involvement in health and safety matters, they fulfil their statutory responsibilities. However, governors rely too much on the expertise of the headteacher and the information she gives them. While overall they have a sufficient working knowledge of the strengths and weaknesses of the school, not all are able to make a sufficient contribution to setting the direction of the school's development.
81. There are sufficient teachers and support staff to enable the curriculum to be taught effectively. Most teachers are suitably qualified to manage individual subjects. Music staff are particularly well skilled and experienced. No staff, including the member of staff responsible, have received child protection training. This is a serious deficiency. Pupils benefit considerably from the work of the small but hardworking team of teaching assistants, despite their lack of training.
82. The school's accommodation is satisfactory overall, with some areas continuing to be inaccessible to non-ambulant pupils. The use of space is not organised as well as possible, resulting in the Reception classes being accommodated in cramped conditions. Accommodation for music, special educational needs work and physical education is good. Displays throughout the school are attractive and contribute to pupils' learning and pride in the school. Learning resources are satisfactory overall in range, quality and quantity. They are good for music and physical education but unsatisfactory for design and technology. Resources for ICT are about to improve significantly with the imminent opening of a second ICT suite.
83. There are few bilingual posters or books around the school and the languages represented within the school community are not celebrated. The range of resources for teaching pupils for whom English is an additional language is adequate, but there is little that is relevant to their own cultures. The funding available for this area of school life is used in a satisfactory manner and contributes to the progress of this group of pupils.

84. There are two part-time teachers appointed to meet the needs of pupils with special educational needs. One teaches for 0.3 of the week and the other, the special educational needs co-ordinator, manages the provision and teaches for 0.6 of the week. Neither has specialist qualifications for the education of pupils with special educational needs, although the co-ordinator for special educational needs is working towards obtaining such a qualification. She manages well the systems for special educational needs. Due to the amount of time she has to spend on the management of provision, and the large amount of time spent teaching small groups by withdrawal, there are occasions when she has insufficient time to monitor and evaluate the provision made by teachers and support assistants across the school.
85. Few of the support staff have received training for their role. They do meet with the co-ordinator for special educational needs but for most of their time they work under the direction of the class teachers. Their lack of training and the over-reliance on the busy class teachers informing them of their duties leads to an unevenness of provision and some being uncertain how they might effectively support the pupils under their care.
86. The co-ordinator for special educational needs supplies the governing body with a full statement regarding the implementation of provision for pupils with special educational needs before they prepare their annual report to parents. The governors do not report adequately on the policy for special educational needs and on access for the disabled in their annual report to parents.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

87. In order to improve the quality of education provided by the school, the headteacher, senior management team, governors and staff should:
- (1) Improve pupils' standards, particularly in English, mathematics and science, by ensuring that:
    - all curriculum teaching time is used effectively and appropriately (see paragraphs 2,23,40,73);
    - all available assessment data is used by teachers to influence their planning (see paragraphs 8,9,33,61,77,109,115,116,123,143,145);
    - more opportunities are created for pupils to use their own initiative and that teaching and learning are less rigidly structured (see paragraphs 22,27,30,89,115,124,133);
    - less use is made of work-sheets in order to improve pupils skills in extended writing and in laying out their work (see paragraphs 9,27,30,33,89,106,114,115,123,138);
    - work is better adapted to meet the needs of higher-attaining pupils. (see paragraphs 2,5,6,9,26,28,106,110,114,118,119,121,138,163);
  - (2) Improve the quality of leadership and management by:
    - enhancing and formalising the roles and responsibilities of members of the senior management team, as planned (see paragraphs 40,73,74);
    - ensuring that the carrying out of delegated responsibilities is appropriately monitored (see paragraphs 41,56,58,73);
    - formalising meetings of the senior management team, with full written agendas, discussions concentrating on the effect of their decisions on raising standards and formal minutes of decisions taken with subsequent monitoring of their implementation (see paragraphs 73,75);
    - better informing and enabling all members of the governing body so they can enhance their contribution to the overall direction of the school (see paragraph 80).
  - (3) Immediately ensure that the schools' child protection, health and safety and first aid policies and procedures are fully understood by all staff, that staff receive appropriate training and that the policy and procedures are fully implemented. Ensure that measures are implemented and maintained to promote a better rate of attendance among pupils. (see paragraphs 56,58,73,79,81)
  - (4) Improve the quality of provision to pupils with special educational needs by

- providing appropriate training to support staff so that they are skilled in how to provide for each pupil's particular needs (see paragraphs 2,26,78,79,81,85);
- ensuring that the special educational needs co-ordinator has sufficient time available to carry out her many responsibilities. (see paragraphs 62,84)

The school should consider the following minor issues for inclusion in the action plan:

- Reconsider the use of space to allow for more space for the Reception year (see paragraphs 82,90,96).
- Improve the quality of resources in design and technology and art and design (see paragraphs 8,31,82,129,134).
- Report fully on the implementation of the school's special educational needs policy and access for disabled people, in the governors' annual report to parents. (see paragraphs 80,86)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	45

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	26	26	0	0	0
Percentage	1	21	39	39	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	414
Number of full-time pupils known to be eligible for free school meals	54

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	92

English as an additional language	No of pupils
Number of pupils with English as an additional language	37

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	28

### Attendance

#### Authorised absence

	%
School data	5.5
National comparative data	5.6

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	38	25	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	35	37
	Girls	23	22	23
	Total	59	57	60
Percentage of pupils at NC level 2 or above	School	94 (88)	90 (97)	95 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	37	37
	Girls	23	23	22
	Total	59	60	59
Percentage of pupils at NC level 2 or above	School	94 (90)	95 (88)	94 (93)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	31	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	19	28
	Girls	25	23	28
	Total	47	42	56
Percentage of pupils at NC level 4 or above	School	76 (83)	68 (82)	90 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	28
	Girls	25	24	27
	Total	47	47	55
Percentage of pupils at NC level 4 or above	School	76 (80)	76 (82)	89 (85)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	9
Black – other	2
Indian	18
Pakistani	1
Bangladeshi	5
Chinese	4
White	300
Any other minority ethnic group	9

*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	4	1
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	15.4
Number of pupils per qualified teacher	27
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	163.5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	915837
Total expenditure	883940
Expenditure per pupil	2135
Balance brought forward from previous year	123907
Balance carried forward to next year	155804

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	414
Number of questionnaires returned	191

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	4	1	1
My child is making good progress in school.	49	46	4	1	2
Behaviour in the school is good.	53	43	1	1	3
My child gets the right amount of work to do at home.	32	50	13	3	2
The teaching is good.	49	43	3	1	5
I am kept well informed about how my child is getting on.	36	50	11	2	1
I would feel comfortable about approaching the school with questions or a problem.	63	26	7	3	1
The school expects my child to work hard and achieve his or her best.	59	35	4	0	2
The school works closely with parents.	33	52	8	4	3
The school is well led and managed.	58	40	1	1	1
The school is helping my child become mature and responsible.	49	43	4	1	3
The school provides an interesting range of activities outside lessons.	50	36	5	4	5

## **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**

88. The provision for children at the Foundation Stage in the two Reception classes is good overall. At the time of the last inspection curriculum provision for this age group was judged to be good and the hard work and commitment of staff have ensured that good standards of provision have been maintained.
89. The school curriculum is based on the Early Learning Goals in the six areas of learning: personal, social and emotional development, knowledge and understanding of the world, communication language and literacy, mathematical development, physical development and creative development. In their planning, teachers allow time for activities initiated by the children. However, at most other times opportunities for self-directed learning are limited and children are asked to complete many worksheets as evidence of learning having taken place. Alternative ways of collecting evidence, such as staff working with the children during practical activities and recording their observations of what progress individual children are making, are not employed
90. The Foundation Stage accommodation is unsatisfactory; classrooms are too small for the number of children; and the necessary furniture prevents children from freely moving around, restricting the potential for developing independence. For one of the classes there is no direct access to the outdoor learning environment. However, staff have worked hard to compensate for these constraints, to ensure children are working in a stimulating environment that provides opportunities for learning in all of the six areas of learning.
91. Staff have planned carefully the main lesson activities; in both classes teachers and support staff interact well with the children to build on the knowledge and understanding children bring to school. They keep careful records about each child and use these to shape planning and set targets for new learning experiences. As a result, all children are making rapid progress. The results of initial tests in 2001/02 indicate that attainment on entry to Reception is above average for the majority of children; lesson observation during the inspection confirms this.
92. Children with special educational needs are included in all activities and support given in class is satisfactory.

#### **Personal, social and emotional development**

93. The children's personal, social and emotional development is promoted very well. The staff are very skilful at settling children into the routines of the school day. Children respond in a positive manner to the high expectations of the adults who work with them. They work well in small groups, co-operating and even collaborating at times, for example whilst building a church tower with a cross. They know they are expected to tidy up after they have used equipment. Reception children socialise with each other during 'choosing' activities and whilst talking to adults. They are developing their ability to be polite, to listen and care for each other. Because of the skills of staff and the time they devote to this area of learning, all children are likely to obtain all the Early Learning Goals for this area of learning by the end of the Reception year. All children, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily.

#### **Communication, language and literacy**

94. The staff use every opportunity to focus on the development of speaking and listening skills; this is clearly having an impact on the ability of children to respond to the good teaching they experience. Standards of oral English are high: children respond to their teachers' questioning very well. They answer in complete sentences, for example whilst listening to music during drinks time, and they are able to explain how the music makes them feel and what they think of it: 'It's slower than yesterday, 'It makes me feel a bit sad', 'I think it comes from a different country'.

During a literacy lesson children listened carefully to their teacher reading 'Jasper Beanstalk' and when asked what other beanstalk stories they know, children responded with 'Jim and the Beanstalk' and 'Jack and the Beanstalk', 'I've got that at home, It's a good story.'

95. Most children are well on the way to developing their writing skills; even the youngest ones, who are still only four, are beginning to write, drawing on their phonic skills to help them to spell a few common words. Higher-attaining children are already capable of writing complete sentences unaided, for example, writing captions to go with their worksheet on 'time' during a mathematics lesson. However, teachers do not always demonstrate an awareness that the youngest children find whole-class writing sessions difficult to cope with, as it involves the teacher circulating between four groups rather than being able to focus on guiding children's work in one group.
96. The adults are good role models in using language effectively to communicate with children. They have high expectations and praise children for their efforts, making them and their contributions feel valued. Children in Reception classes experience a language rich environment. Everything is labelled and children already have an understanding of what the different labels communicate. The selection of books available to the children is satisfactory; however, there is not enough space in classrooms to enable staff to create inviting book corners for the children. Children in Reception are benefiting from the literacy framework being taught; teaching overall is good: children make good progress in all areas of literacy development and attainment is above the average expected of the majority of children at the end of the Foundation Stage. All children, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily.

### **Mathematical development**

97. Teaching is good overall and staff are adept at recognising the mathematical knowledge children bring with them to school. It works especially well when teachers relate the teaching of 'time' to favourite stories, such as 'The Bad Tempered Ladybird', where children were able to demonstrate their ability to set their own clocks to times being read out in the story. Children are able to explain that 'For 9 o'clock the big hand is on the twelve and the little hand on the 9', 'When the hands are moving they tell you the time', 'When it is really late you have to go to bed'. During carpet session children demonstrate their counting ability. The majority can count to fifty, count on in 10s and count on and back from a given number.
98. Activities are well matched to children's level of understanding and children are making good progress during lessons. The majority of children attain standards above those expected for their age. All children, including those with special educational needs and those for whom English is an additional language, achieve well.

### **Knowledge and understanding of the world**

99. Most children enter school with good general knowledge. Good teaching strategies employed by the teachers build on what the children already know about their environment and technology. Children know their own school environment well and confidently move around the school. They talk about their visit to London and the aerial photographs that prompted the 'construction' of the church building with a cross that two boys were totally absorbed in. Children have been drawing detailed maps of their visit to the farm. They are exploring with paint and hypothesise about what is happening when they blow paint through a straw: 'You blow the paint and it makes it move, 'It's wind blowing through'. They are able to sort toys into 'good or bad bath toys', recognising that the soft teddy is not as suitable as the naked dolly. Children learn to use the computer under the skilful guidance of their teachers. The majority have well developed mouse skills, drawing pictures of themselves and higher-attaining ones are capable of writing a complete sentence, recognising the need for a capital letter at the beginning and a full stop at the end. Children make good progress during lessons and attainment for the majority of children is above average for their age. All children, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily.

## **Physical development**

100. Sound teaching provides children with structured opportunities to develop their physical skills. However, teachers do not always recognise the need for more flexible and open-ended planning of physical education lessons for the youngest children, to allow for a variety of different responses and to encourage maximum activity during lessons. Children do have other opportunities for developing their large motor skills, such as playing games on the field and responding to music during dance lessons. Outdoor access is restricted to time tabled times only and there is only a very limited range of large outdoor equipment for children to use. Children develop their physical skills whilst using materials such as play-dough, handling writing and painting tools, and cutting and gluing collage materials. The majority of children are confident and have good control over their bodies, showing a good sense of their own and other people's spaces. All children, including those with special educational needs and those for whom English is an additional language, reach standards above those expected for their age and achieve satisfactorily.

## **Creative development**

101. Staff ensure that children have good opportunities for being creative. Children in Reception classes have the opportunity to explore different media and materials and develop their knowledge of texture, colour and shape. They make seed pots from clay and put them to good use for growing their mustard cress. A variety of musical instruments made in a previous lesson are being put to very good use during a music lesson. Children demonstrate their musical knowledge and understanding and their ability to improvise and 'compose' sounds to go with 'Mrs Bear's' snoring in the story 'Peace at last'. Teaching in the creative area is good, as is learning. The majority of children are achieving results above average for their age in all areas of the creative curriculum. All children, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily.

## **ENGLISH**

102. The results of the 2001 National Curriculum tests showed that, compared to the average attained nationally and in similar schools, the standards attained by pupils at the end of Year 2 in reading were above the average but the standards in writing were below. The proportion of pupils who gained the higher Level 3 in writing was close to the national average. Pupils at the end of Year 6 attained standards in English that were close to those reached by schools nation-wide. However, when compared to similar schools, their standards were below average. The unvalidated results of the recent National Curriculum tests show that pupils in Year 2 attained similar standards in reading to those in 2001. The standards in writing have risen and are now at last year's national average. Eleven-year-old pupils have attained higher standards this year and the results show that they have now reached a standard higher than last year's national average. These standards are higher than those found in the last inspection. However, the percentage of pupils reaching the higher levels (Level 3 for seven-year-olds and Level 5 for older pupils) has declined this year.
103. Pupils come into Year 1 with good language skills. They make satisfactory progress in Years 1 and 2. By the end of Year 2, pupils show increasing confidence in speaking and many talk with an awareness of their audience and begin to use more formal speech patterns. Younger pupils are given good opportunities to practise these skills. An example of this was in an assembly when a Year 2 class gave a short dramatic presentation to illustrate the theme of trust in friendship. They spoke clearly and confidently and the other pupils listened attentively. At the end of Year 6, most pupils demonstrate good standards, for example when talking about their reading books and their work in other subjects. During the inspection there was some use of role-play to improve the speaking and listening skills of older pupils. In a good Year 5 lesson the teacher chose pupils to take on the role of the author of the text being studied and answer questions put by the other pupils. No comment made by a pupil is dismissed by any teacher, and this effectively builds up an atmosphere of trust in which self-esteem and self-confidence can develop. Learning support assistants in the classroom have a valuable part to play. They clarify questions, explain new vocabulary and encourage pupils to offer answers. However, not all teachers utilise the skills of

these members of staff effectively and sometimes they are not given an active enough role in the lesson.

104. At the end of Years 2 and 6, standards in reading are above the national expectation. Younger pupils develop skills that help them to read the text. Pupils in Year 2 read many words confidently, and talk about their reading books in an interesting way. Higher-attaining pupils in Year 2 use a variety of strategies to work out words that they find difficult, such as splitting up the words, sounding out the letters and gaining clues from the illustrations. Not all pupils in Year 2 are clear about the difference between an author and illustrator or fiction and non-fiction. Some talk about books and authors that they know, but these are a minority. Few of these pupils can use their knowledge of the alphabet to find books or information. Even the pupils with sound standards of decoding words are less good at interpreting the meaning of the text in anything more than a very literal way.
105. Among older pupils, all know how to use their knowledge of the alphabet to locate texts and are familiar with the terms 'contents' and 'index' and how these are used to find information. They understand how to skim and scan texts to gather information rapidly and many know how to use CD-ROMs and the Internet to help with research. In Year 6, many pupils can name authors and talk confidently about them, but a minority are less knowledgeable. Some of these pupils also have underdeveloped skills of inference and deduction and find it difficult to do more than recount the events of the story. Pupils mostly enjoy reading and read both fiction and non-fiction texts with enjoyment. The reading records for younger pupils foster links between home and school by encouraging parents and carers to add comments that help children to develop their reading skills. As pupils move into the higher year groups the records mainly list the books read with a comment from the teacher. Some of these are helpful but others do little to develop reading skills. There are two libraries in the school, one for pupils in Years 1 and 2 and the other one for older pupils. Neither library is used much for private reading in free time other than by the Friday reading club, although they are pleasant areas of the school. The library for older pupils has an adequate stock of attractive fiction material but many of the non-fiction books are old and unappealing. There are funds available to rectify this in the autumn. Class libraries provide extra reading material. Overall, pupils who have special educational needs and those for whom English is an additional language make satisfactory progress as a result of the support for reading.
106. The written work seen during the inspection shows that the standards attained in Years 1 and 2 are close to but above the national expectation. Higher-attaining younger pupils develop cursive handwriting quickly and use capital letters and full stops to demarcate sentences. Most pupils spell short common words and longer regular words correctly. Where the words are incorrectly spelt, most pupils manage a version that is phonetically sound. Some pupils make use of adventurous vocabulary choices and take an obvious pleasure in the use of language, for example, in a piece of work on nonsense verse, pupils wrote phrases like " On the ring rang rong, where tigers are strong, the people all say aargh !" The work seen in pupils' books covers the various elements of the National Curriculum satisfactorily, although there is an over-reliance on worksheets. These are often limited in their scope and give little opportunity for pupils to write more ambitiously. In Years 3 to 6, standards are also above average. Again, although the work set covers all the National Curriculum areas adequately, the use of worksheets in some year groups does not lead to pupils developing their skills of extended writing. This feature was also mentioned in the last inspection. Pupils write for a range of different purposes, sequence their ideas appropriately and use punctuation accurately. As they get older the majority use a joined and legible script consistently but some pupils of average ability in Year 5 were still using unjoined letters and writing in pencil, which detracted from the presentation of their work. The higher-attaining pupils can organise ideas into grammatically correct complex sentences and show an increasing understanding of speech and question marks. They use dictionaries and thesauruses and have a clear understanding of how these can help to add interest to their written work. Some pupils use language imaginatively and add life to their stories with interesting vocabulary such as 'vial' and 'runes'. Pupils learn to follow planning structures and how to organise their writing. However, the planned activities do not always match the requirements of all the pupils. For example, some lessons do not take account of the needs of the higher-attaining pupils and provide little challenge for them.

107. Some progress has been made in the development of skills in literacy in subjects other than in English but is not always identified in planning. Some teachers take opportunities in subjects other than English to encourage pupils to increase their technical vocabulary and their use of spoken English. There were some good examples of this in music lessons, where terms like 'ostinato' and 'crescendo' were used as a natural part of the teaching. The provision is not consistent, however. In the sample of pupils' written work in subjects other than English there were very few examples of pupils having the opportunity to write in a way that would develop their literacy skills.
108. Most of the teaching seen during the inspection was good and some was very good. No lesson was less than satisfactory. In the better lessons skilful questioning and explanations ensure that pupils understand their work. Praise is used well to show pupils that their work is valued and to encourage higher standards. In a good lesson in Year 6 on developing plot in stories, the teacher set a brisk pace, made effective use of a variety of strategies that kept pupils thinking about the subject matter and challenged all pupils, including the highest-attaining pupils. In less successful lessons seen, teachers set tasks that were poorly planned and rather mechanical so that pupils had made very little progress by the end of the lesson. Many teachers mark the pupils' work thoroughly, make regular comments to encourage and instruct and give effective points for improvement. However, this is not always the case, and the monitoring arrangements do not ensure that all colleagues follow the best practice. The targets for the lesson are generally shared with the class so that pupils are all clear about what they will be learning. Relationships are good and teachers manage behaviour well. As a result, pupils work hard, show interest and sustain their concentration throughout the lesson. Pupils co-operate well in group work and the subject makes a satisfactory contribution to the moral and social development of pupils.
109. The literacy co-ordinator is a Year 1 teacher. She is aware of the need to develop stronger links with teachers of the older pupils. The co-ordinator takes the opportunity to monitor teaching and scrutinises samples of work in each year group. Most teachers are secure in their knowledge of National Curriculum levels and this is helpful in assessing the progress of individuals and groups of pupils. There is a comprehensive system of assessment but the data gathered does not always impact effectively enough on the planning of the subject to ensure consistent progress of all year groups. The school is developing a system of setting individual targets for pupils. This enhances pupils' knowledge of their own progress. There are good resources for the subject. The school is developing the use of ICT to support literacy and computers are used in the classroom for pupils to draft and re-draft work. They are also used to support the learning of pupils with special educational needs.

## **MATHEMATICS**

110. Pupils in Year 2 and Year 6 attain standards, on evidence from the inspection, which are above those expected for their ages in all aspects of mathematics (number, space, shape and measures and data handling). This is as reported for seven-year-olds at the time of the last inspection but an improvement for eleven-year-olds. The 2001 national test results show standards to be lower and to be in line with all and similar schools. The difference in the number of pupils with special educational needs in each year group accounts for the variation between years. The 2001 results were also affected by the long-term absence of a class teacher. Although standards have improved over the past year, overall standards have fallen slightly over the past five years. Standards are not high enough, because some pupils do not make the progress of which they are capable. Evidence from the inspection indicates that teachers do not expect enough from higher-attaining pupils, some of whom underachieve.
111. There are no marked differences in the achievement of boys and girls and the overall achievement of pupils is satisfactory. Pupils with special educational needs and those with English as an additional language also make satisfactory achievements.
112. By the age of seven pupils multiply and divide numbers up to 20 with confidence. They understand that mathematical operations can be described in different ways. Pupils solve number problems with remainders using numbers to 20. The higher-attaining pupils multiply and divide coinage up to

100 pence. They recognise pentagons, hexagons and other two dimensional shapes. They can describe and identify cubes, spheres, pyramids and other three dimensional shapes. Pupils begin to estimate and measure length using centimetres. They begin to solve problems using numbers to crack simple codes. By the age of eleven, pupils multiply and divide numbers involving decimals mentally. They devise a simple board game involving the use of at least two numerical expressions matched to a number selected at random by the throw of a dice. Almost all the pupils can use simple algebraic expressions. Higher-attaining pupils understand and use algebraic expressions to the power of two and three. Most pupils understand the significance of brackets in number expressions. Pupils explore patterns in shape and number and solve written problems devised in two stages. They name, recognise and measures angles in a triangle to the nearest degree. Pupils plot shapes and positions using co-ordinates in all four quadrants. They use conversion tables for distance and collect and analyses data collected on temperature. Lower-attaining pupils recognise equivalent fractions when written as decimals and percentages; they begin to understand ratios. They can use data tables related to the population of particular areas.

113. The quality of teaching and learning is satisfactory. The relationships between teachers and their pupils are good and this helps to motivate and interest pupils in their learning. In Year 4, the level of challenge offered to the majority of pupils is very high. In these lessons, pupils' knowledge and understanding is developed step-by-step by provision of explanations of what is expected of them. Pupils are involved in their learning and explain clearly how they tackle particular problems. The attention of all pupils is held as the teacher effectively uses questioning to assess pupils' understanding of the topic. Group tasks are well matched to the individual needs of pupils, because the teacher has a very good understanding of the strengths and weaknesses in the pupils' learning. Teaching strategies are used well to develop learning for low, average and higher-attaining pupils. Teaching is very good in Year 5 where good planning supports confident teaching and where the objectives of pupils' learning are clear and the pace sufficient and varied to challenge pupils of all abilities. High expectations are held of all pupils and good use is made of data collected in science to further mathematical learning. Teaching and learning are good in Years 1 and 2, where pupils are managed effectively to ensure that all pupils are kept involved, motivated and on task. High expectations of behaviour ensure that classrooms are places of quiet learning. As a result of the good management of pupils and high expectations of behaviour, pupils are polite and well behaved.
114. There is an over reliance on photocopied worksheets and this does limit the extent to which pupils become independent in their learning. Pupils are not used to presenting and laying out their own work and so working solutions to problems are not always clearly shown. There are inconsistencies throughout the school in the teachers' approach to mental mathematics. Where the pace is brisk and challenging then pupils respond positively, but in some lessons the pace of the lower-attaining pupils dictates the pace of the activity. This results in insufficient challenge for higher-attaining pupils. In Year 6, because of this lack of pace and challenge, the higher-attaining pupils devise complicated solutions to simple problems in order to maintain interest. In Year 4 higher-attaining pupils are not fully involved in the lessons on halves, quarters and thirds because the lesson is conducted at the pace of the lower and average-attaining pupils. Learning support assistants and other adults support lower-attaining pupils in some mathematics lessons satisfactorily. These could be better used if they were more closely involved in planning activities and assessing the pupils they support. They often sit through long explanations given by the teacher before intervening with their targeted pupils. The timing of lessons could be improved: lessons often last over an hour and this results in pupils losing some interest during the middle of the lesson.
115. Teachers use the structure of the National Numeracy Strategy to plan their lessons, but do not always use it consistently to best improve pupils' learning. Often mental mathematics activities are conducted slowly. Tasks set for pupils, usually based on worksheets, do not fully take account of what pupils already know. Because much of the learning is teacher directed, pupils do not become confident, independent learners. In the final part of numeracy lessons opportunities are lost for enabling pupils to become more aware of what they have achieved and what they need to do next.

116. Pupils develop their mathematics ability through the use of ICT when they use it to solve number problems related to what they learn in class and in handling information. Pupils have the opportunity to use mathematical skills in science and geography. Teachers collect a considerable amount of information about what the pupils have learnt. They use this information to set pupils' targets and to track pupils' progress through their school lives. However, better use could be made of this data to assess more carefully what pupils know and can do so that learning can be more closely matched to the needs of the pupils in the classroom. Targets are not effectively used to challenge pupils of all abilities.
117. The management of the subject is satisfactory. A temporary subject manager is carrying out the role for a term between teachers leaving and a new appointment. The subject manager is knowledgeable and aware of the changes being introduced into the school by the previous post holder. There are established systems for monitoring and evaluating teaching, but these have not been used effectively to monitor teaching and improve standards sufficiently. The role of the subject manager is insufficiently linked to raising standards of pupils attainment.
118. The improvements since the last inspection are satisfactory. Changes have been made to the mathematics curriculum and some aspects of the National Numeracy Strategy have been introduced. Standards have risen in the last year, but the match of tasks to the higher-attaining pupils is not sufficiently accurate to ensure that these pupils make sufficient progress.

## **SCIENCE**

119. Since the last inspection standards have improved and they are now above average for pupils by the end of Years 2 and 6. In 2001, standards were also above average. Pupils achieve satisfactorily throughout the school in science, supported overall by satisfactory teaching, but standards are not as high as they should be. The quality of teaching can be improved further. Teachers do not expect enough of higher-attaining pupils, who underachieve. They do not take sufficient account of the overall above average abilities of the pupils to enable them to make the progress of which they are capable as they move through the year groups.
120. There are no marked differences between the performance of girls and boys. Pupils with special educational needs and those with English as an additional language make satisfactory progress throughout the school.
121. Pupils in Year 2 are developing well their awareness of the differences and ways of life of mammals, birds and fishes. Good standards were achieved in the lesson seen as a result of good planning and good teaching. This enabled the pupils to start to know the differences between mammals, birds and fishes when they produce their young. Pupils used well an appropriate scientific language when they said, "Some birds reproduce when they lay eggs". Pupils' investigative skills were supported well with a good range of opportunities to research their findings using books and access to suitable computer software. However, all pupils, irrespective of their ability, were given the same tasks and the abilities of above average pupils were being insufficiently stretched. The below average pupils achieved well.
122. There is a good coverage of all aspects of the science curriculum, including a strong emphasis on scientific enquiry. For example, pupils in Year 5 successfully make predication, testing their heartbeat and pulse rate, developing well their awareness of the effects of exercise on the heart and the body. In Year 6, pupils looking at the various components in an electrical circuit show a good understanding of how, by varying the number and type of components in a "series" circuit, they can alter the brightness of the bulb.
123. Samples of previous work across the school do not always show work of such a high standard. Pupils are usually given the same tasks and some work is unfinished. The use of homework and marking is inconsistent. Sometimes there is an over-reliance on the use of photocopied worksheets. Assessment is rarely used to provide the pupils with tasks matched to their individual needs.



124. The quality of teaching is satisfactory overall. Since the last inspection teaching has not improved for pupils by the age of seven, but has improved by the age of eleven where there was some unsatisfactory teaching. Teachers plan their work for each year group thoroughly, with a good awareness of the subject and interpretation of the adopted scheme of work. Good planning contributes successfully to pupils' acquisition of skills, knowledge and understanding as they progress through the school. The pace of lessons is more variable and is overall satisfactory. Sometimes teachers spend too long introducing the lesson and demonstrate an experiment instead of allowing pupils the opportunity to conduct the experiment themselves. For example, in a Year 4 lesson when rolling various objects down a slope to determine why friction occurs, and how it affects motion and forces in objects, the teacher conducted the whole experiment with the pupils watching. She asked a good range of searching questions allowing the pupils opportunities to predict what might happen and to apply their previous learning. Due to their own previous research and investigation, some of which they had carried out at home by access to the Internet, pupils' learning was good, although the teaching was satisfactory. Teachers do not always sufficiently resource their lessons to hold the pupils' interest. There is a list of available resources in a storeroom and teachers are expected to book these as needed. They are insufficiently availing themselves of the good range of resources. One of the bookings out records shows no entries after 1997. Teachers are not sufficiently informed by the subject co-ordinator of the range of resources available and their use. When teaching is stimulating and well resourced, pupils are highly motivated, responding with enthusiasm to the good quality and range of learning opportunities and showing good and sometimes very good attitudes.
125. There are good procedures for assessment with pupils sharing targets for improvement. The management and co-ordination of the subject is satisfactory. Last year there was good monitoring of teaching and delivery of the subject, but for teachers new to the school this year, it has not been followed through. The school has a networked resource across the school for ICT for the subject. Due to network problems it was not available to Year 3 during inspection. The co-ordinator has not made all teachers aware of this resource and it is underused.

## **ART AND DESIGN**

126. By the end of Year 2 and Year 6, standards are above national expectations and are similar to those found at the time the school was last inspected. Pupils achieve well throughout the school. The high standard of display around the school demonstrates a wide range of examples of work developed well by pupils. Teachers do not now direct it too closely as at the time of the last inspection. Pupils with special educational needs and those with English as an additional language have good role models in the mixed ability, collaborative working groups. Therefore, these pupils make good progress in art and design.
127. By the end of Year 2 pupils have developed their skills sufficiently to represent accurately, through drawing and paintings, what they see. They explore ideas, collecting both visual and other information for their work with a good awareness of composition and the placing and sizing of images accurately. For example, pupils in the three Year 2 classes show a good awareness of how shadows are created when light shines on a round or curved object. They successfully use hatching techniques with the use of a soft pencil to accurately shade the part in shadow, giving shape to their two dimensional drawings. After examining a series of pictures of various parts of the school building they went out and examined the actual part of the building they saw in the photograph. On return to their classrooms they drew well the images they had seen, adding shading appropriately to their drawings. Samples of previous work show pupils successfully using a good range of media. Chalk and pastel drawings developed through an analysis of paintings by artists such as Vincent van Gogh and Henri Rousseau show a good interpretation of the style of the artists.
128. In Years 3 to 6 pupils continue to develop their skills and produce work of a similar high standard. For example, pupils in Year 4, having successfully used pastels to complete scenes of the Nile, associated with the history studies on Ancient Egypt, used a variety of materials applying them to the newly drawn outlines. Influenced by their previous pictures, they introduced a layering effect, texturing and adding a perspective to their pictures. They shared well together their ideas and

meanings, working with very good attitudes, to design and develop their images and arranging them for their visual qualities. Pupils in Year 6, having produced black pen and ink pictures of the school building to a high standard, were now adding tints and colour to their pictures. The good standard of teaching of technique, from the part-time art and design teacher, enabled pupils to be aware of how to use various tints of colour and texture to reproduce the shades and colour they could see on the bricks on the building. The pupils manipulated their images well, evaluating, talking about them and developing them successfully to produce the desired effect. Here standards were good instead of very good because many pupils, when asked, showed an uncertainty of colour mixing and the primary and secondary colours. Previous work on display in the classroom showed a good analysis of the work and style of William Hogarth, with pupils producing drawings in the style of the artist.

129. Overall, teaching is good across the school. Teachers subject knowledge and the overall good standard of teaching is supported through the appointment of a part-time teacher, who has developed a good working knowledge of art and design technique, which he passes on to teachers and to pupils as well as the headteacher, who is an art and design enthusiast, leading in-service courses for teachers. Overall resources are satisfactory, although for two-dimensional work they are good. Teachers introduce pupils to a good range of materials for two-dimensional work. A good range of techniques is also introduced to pupils. They include screen-printing, collage and embroidery of religious scenes. Some work of a high standard is seen in three dimensions. For example, pupils in Years 5 and 6 have produced decorated three dimensional clay tiles of ships and imaginary fruit of a high standard. Pupils do not have sufficient opportunities for other three-dimensional work such as sculpture and carving. This is because the school has a very limited range of resources to support this type of work.
130. The school is making good use of national subject guidance, which has been modified to produce a structured scheme of work. The co-ordinator has effectively monitored and evaluated the teaching of the subject from 2000 to 2001 and has supported teachers new to the school with the teaching of the subject. The assessment of the subject is satisfactory. Teachers keep an ongoing assessment sheet, recording the progress of each pupil. Pupils are invited to complete their own self-evaluations on these sheets. The high standard of display around the school celebrates well the pupils' exciting work and their very good attitudes and motivation for the subject. An art club, which many pupils attend once a week, further supports standards. There is a good use of ICT to support the subject.

## **DESIGN AND TECHNOLOGY**

131. There was no teaching of design and technology during the period of the inspection and no judgement on its quality can therefore be made. Taking the work seen in pupils' books, available records, interviews with pupils and display material into account, pupils' work by the end of both Year 2 and Year 6 is in line with the national expectation. Pupils use words and labelled sketches to communicate the details of their designs. Older pupils are aware of design constraints and take these into account when drawing up their plans. They also join materials in a variety of ways and the finish of most of their work is of a satisfactory standard. However, they have not had the opportunity to develop skills of working with a range of materials and tools appropriate to their age. These standards are similar to those seen at the last inspection.
132. Although no teaching was seen in Years 1 and 2, discussion with the co-ordinator and pupils showed that pupils make simple plans and use pictures and words to describe their designs. There was a good display of vehicles that the pupils in Year 1 had made and the finish of these was satisfactory. Year 2 pupils had made puppets and this work enabled them to develop their skills of sewing and joining with glue. They had decorated these in an attractive fashion, using fabric, feathers and other materials.
133. Pupils in Year 6 have carried out a project on building bridges that was developed from a workshop session in which there was an element of challenge. They were aware of the constraints, for example the availability of materials and the distance to be spanned, and planned their work in detail. When the bridges were finished the pupils evaluated them and made some

thoughtful comments. However, there was not enough opportunity for them to develop their skills of measuring and selecting tools and materials, as all the components were already cut out for them. The lengths of dowel were joined with elastic bands and again, there was no opportunity for pupils to select their own method of joining parts. Over-directed planning by the teachers diminished the value of this project. In Year 5, pupils have made biscuits and adapted the ingredients to their own specification. They have also designed toys that use cams to create movement. Pupils in Year 6 are enthusiastic about the subject and talk about it in positive terms. However, the range of work that is done is too narrow for pupils to gain experience in the use of tools, techniques and materials.

134. The school has adopted a national scheme of work and has allocated topics for each year. The co-ordinator is enthusiastic about developing the subject. One of her priorities is supporting colleagues who are less confident about teaching design and technology and she has assembled 'project boxes' that contain all the items needed for each unit of work. She has not been in the post long but is aware that the projects in the scheme of work will need to be analysed and adapted to ensure that pupils cover all the areas specified by the National Curriculum. The area that needs most development is providing pupils with the opportunity to experience a wide range of materials and develop skills in the use of a variety of tools. At the moment, much of the work of older pupils uses the same range of tools and techniques that the younger pupils experience. This means that they make insufficient progress in the acquisition of skills. Monitoring of pupils' progress is being developed and the system for this is satisfactory. This is an improvement since the last inspection. However, the way that this information is used to enhance planning for the subject is something that needs further work. The resources for the subject are unsatisfactory. Although there are, for example, construction kits, scissors and pre-cut components available, the range and quantity of hand tools such as saws and bench hooks is insufficient for pupils to develop their skills in using these.
135. There are some attractive displays of pupils' work inside and outside classrooms and it is good to see that the efforts of the children are celebrated. For example, there is a good display of 'Moving Monsters' done by pupils in Year 3 that use pneumatics to create movement. However, the assembling of a photographic record of the work of pupils is still in an early stage and not sufficiently developed. Some of this is being done with a digital camera and photographs are put in pupils' design and technology folders. Apart from this, the use of ICT to support pupils' learning in this subject is underdeveloped. Pupils with special educational needs and English as an additional language have full access to this subject and make similar progress to other pupils.

## **GEOGRAPHY**

136. The standards attained by pupils in geography by the ages of seven and eleven are in line with those expected nationally for pupils of a similar age. These standards have been maintained since the last inspection. Pupils, including those with special educational needs and those with English as an additional language, achieve satisfactorily.
137. By the age of seven, pupils identify the physical and human features of a location through the study of an imaginary Scottish Island. They begin to gain an idea of a widening world through following the travels of an imaginary bear. By the age of 11, pupils gather information about France and identify its physical and economic location in Europe. Pupils use their mapping skills in a range of scales to locate places on world, European and street maps. They recognise the importance of the major rivers and mountain ranges in France. Pupils compare mountain environments by collecting information on the Alps, Himalayas, and the English Lake District. They gain an understanding of fieldwork by studying the school grounds and logging noise levels in Year 4. In Year 2 pupils map the school grounds; they compare land use on the site with that used on a local farm. Pupils compare houses in their locality with those of a village in Kenya.
138. The quality of teaching and learning is satisfactory. Relationships between teachers and their pupils are good and this creates a positive atmosphere in which pupils can learn. However, use of too many worksheets means that pupils do not develop sufficiently a sense of presentation and layout. Nor do they gain enough experience from work from a variety of textual and fieldwork

sources. There is insufficient challenge in the work given to pupils of differing abilities and so expectations for the higher-attaining pupils are insufficient. The management and expectations of pupils' behaviour are good and in consequence pupils are well behaved and well motivated in their learning. Pupils' work well together in pairs and groups, for example, when, in Year 6, they collect information about mountain ranges. Better use could be made of developing pupils' literacy skills when they access information of texts gained from the Internet.

139. Satisfactory use is made of ICT. Pupils in Year 6, for example, use the Internet to find out about mountain areas they are studying. Pupils also word process some of their longer investigations. Mathematical skills are used effectively in mapwork in Years 5 and 6. Also, in Year 6 pupils practise their number work through reading timetables and using information about shopping in other currencies.
140. The management of the subject is satisfactory. The subject manager is temporarily filling the role between appointments. The manager is knowledgeable, but bears a heavy load through the managing of another subject. Systems for monitoring teaching are in place but these have not been used recently. Whilst assessments are regularly made of pupils' progress these are not sufficiently linked to improving standards of attainment. The role of the subject manager in raising standards of attainment is not well developed. Planning for the development of geographical skills across Years 3-6 could be improved to ensure that all pupils benefit and build upon what they have previously learnt. Very good links have been developed with a school in Kenya and this helps pupils to understand the lives of people in different parts of the world. Good use is also made, in Year 2, of a visit to a local farm.

## **HISTORY**

141. The standards attained by pupils by the ages of seven and eleven are in line with those expected of pupils of a similar age. These standards have been maintained since the last inspection.
142. By the age of seven pupils know about the work of Florence Nightingale in the Crimean War and about the role of Guy Fawkes in the Gunpowder Plot of 1605. They find out about the past through looking at artefacts to see how bicycles and the school classroom changed over time. Pupils' writing skills are developed well in Years 1 and 2 with pupils writing accounts of events. By the age of 11 pupils know about the extent of the British Empire at the end of the reign of Queen Victoria. They know that during the 19<sup>th</sup> century the pace and convenience of travel changed with developments in roads and railways. They know about the lives of rich and poor children in the period, through studying written and pictorial evidence from the time.
143. The quality of teaching and learning is satisfactory throughout the school. Teachers have good knowledge of the subject and use this to involve pupils in their learning. The relationships between teachers and their pupils are good and this helps to interest and motivate the pupils. Where teachers provide opportunities for pupils to use their literacy skills effectively pupils achieve well. However, the medium and short-term planning of lessons contains insufficient emphasis on meeting the needs of pupils of differing abilities. The requirements of pupils with special educational needs and those for whom English is an additional language are not identified and planned for and neither are strategies that would enable the higher-attaining pupils to be more effectively challenged. In Years 3-6 homework is planned insufficiently and pupils are sometimes set long projects to be completed at home.
144. The use of ICT is satisfactory. Pupils use the Internet to gather information. In Year 6, pupils construct their family trees using a computer program. The effective use of timelines covering long and short periods helps pupils to improve their number work. Pupils have some opportunities to practise their writing in extended ways, but these are inconsistent across the school. Opportunities are missed for helping pupils to extend their understanding through writing at length in different forms and styles.
145. The management of the subject is satisfactory. The subject manager is carrying out the role for this term. There are established schemes for monitoring teaching and pupils' attainment but these are not sufficiently focused on raising standards of pupils' attainment. Pupils are regularly assessed and evaluate their own work in Years 3-6, but these assessments are not used effectively to raise standards of attainment. The subject is well supported with a good range of visits to places of historical interest. During their study of the Victorian period pupils are encouraged to use their musical skills and to take part in a "Victorian Music Hall" production.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

146. The provision for ICT is satisfactory and is having a positive impact on pupils' achievement. The new scheme of work has not been in place long enough to have a sufficiently strong effect on standards across the school. Pupils in Years 3 to 6 are making good progress during lessons. Evidence from an analysis of pupils' work and one lesson observation indicates that pupils in Years 1 and 2 are making sound progress; attainment at the end of both key stages is broadly average. Improvement since the last inspection must be seen in the context of considerable developments in ICT. Due to the fact that the new scheme of work was initially only introduced into Years 1, 4 and 5, the impact on standards achieved across the school has only been satisfactory.
147. Pupils are encouraged to develop positive attitudes towards ICT and this they evidently do. The approach to lessons and encouragement given ensure pupils enjoy lessons and mixed ability grouping means pupils support each other very effectively. For example, three Year 4 pupils working collaboratively to produce a leaflet on 'Chiddingstone Castle' provide a very good example of peer supported learning. Year 4 pupils are learning how to use the text and picture box features, mix colours and text, move and rotate an image and layer images and text boxes.

Pupils' creativity and skill have resulted in some very interesting and eye-catching designs as well as good quality writing. Pupils in Year 5 successfully create questions to search a database to help them solve problems, such as tracking and finding a hypothetical criminal. Year 6 pupils demonstrate their ability to use complex searches to locate information and make use of graphs and charts to help prove/disprove hypotheses about birds; for example to test out the hypothesis that 'song birds stay in Britain for the longest time'. Pupils in Year 6 are currently working from the Year 5 content of the newly introduced scheme of work; nevertheless, their ICT ability is in line with expectations for their age.

148. The use of ICT to support learning in different areas of the curriculum is satisfactory. In geography lessons Year 5 pupils use the Internet to find out about Kenya's climate, population and language. The school has set up an e-mail link with school children in Kenya. Pupils' 'Back into Space' science topic is well supported by ICT; the topic is also linked to art and design where pupils draw the planets using 'filler' and 'drawing tools'. Year 6 pupils' ICT folders contain topic work on Brittany, in which pupils demonstrate their ability to analyse data, import clip art, resize, reposition and use word processing skills. The use of ICT during lessons in the classroom is underdeveloped and pupils mostly take their subject work to the ICT suite.
149. Teaching in Years 3 to 6 ranges from good to very good and is good overall. Only one lesson was observed in Years 1 and 2 and, taking work scrutiny into consideration, teaching in these year groups is judged to be satisfactory overall. Teachers in Years 3 to 6 are enthusiastic and know how to motivate their pupils. They set high expectations for behaviour and learning. Tasks are adjusted to meet the needs of pupils of different abilities, including those for whom English is an additional language. Tasks are set to meet the particular needs of all pupils. As a result, all pupils are included in the learning tasks set for the class. Teachers are adept at focusing and refocusing pupils during lessons, making good use of visual prompt sheets and help from a teaching assistant. The good subject knowledge of teachers is an important factor in the mostly good progress made by pupils during lessons. Teachers confidently demonstrate functions while at the same time managing the class effectively. The quality of learning is good because teachers plan lessons well and consistently use a step-by-step approach, and pupils always know what is expected of them. The prompt sheets are useful in helping pupils develop some independence from their teachers. Support for individuals is good, with teachers first checking on pupils' understanding and then offering help.
150. The subject management is sound and is currently shared between a teacher and the deputy headteacher. The deputy headteacher has been monitoring teaching since last January. The introduction of the new scheme of work and the training of staff have improved everyone's confidence in teaching the subject. The scheme of work includes assessment and target setting for pupils, although this is not as yet used consistently across the school and will require rigorous monitoring. Considerable efforts have been made by the school to obtain additional funding for equipment. Parents have provided the funding for the refurbishment of the new computer suite, which will be ready for use from September. Resources currently are satisfactory; however, the provision should improve with the opening of the new suite.

## **MUSIC**

151. During the period of the inspection the few music lessons seen were all satisfactory or better and one was very good. However, too few lessons were observed to make a judgement about the quality of teaching overall. Taking into account the evidence from these lessons, discussion with pupils and relevant staff, and available records, pupils aged seven are judged to reach the standards expected for their age, while 11-year-olds reach well above the expected standards. Overall, this is an improvement since the last inspection. Pupils have an evident sense of enjoyment in music making. Many pupils learn instruments strings, brass, woodwind and percussion. Visiting music teachers take these lessons. There are instrumental groups, both small and large, and choirs, which enrich the musical life of the school. Pupils participate in local music festivals and have played at the Fairfield Hall. Pupils regularly have the chance to perform in assemblies and other school events and this helps to foster a sense of self-worth. Musicians such as percussion players and opera singers have visited the school and performed for pupils, as

well as running workshops for them. Older pupils attend musical events in the local area and further afield.

152. Younger pupils respond well to music lessons and achieve satisfactorily. In this age group pupils learn about the difference between pulse and rhythm, and are able to demonstrate various rhythms using percussion instruments. Pupils sing with a sense of the shape of the melody and read simple notation confidently. They appraise their own and others' work, and talk about ways to improve performance. The way in which pupils work well together in small and large groups means that the subject makes a good contribution to the social development of pupils.
153. The progress made by older pupils is very good, partly as a result of so many pupils in the school being involved in extra-curricular musical activities. Many staff also have musical expertise and this helps them to teach the subject with confidence. In a very good Year 5 lesson, pupils learnt about creating rhythmic patterns in 2/4, 3/4 and 4/4 time. The teacher developed their instrumental skills by giving guidance about the various techniques for playing the wide range of percussion instruments used in the lesson. Pupils were confident about standard notation and could read rhythmic patterns with crotchets, quavers and minims as well as the corresponding rest symbols. They were aware of how their parts interacted with those of other pupils and the need to achieve an overall effect. In a good lesson in Year 6, pupils were developing their compositional skills by devising simple notations that would enable them to repeat their performances. They were able to refine and improve their work by evaluating it in a thoughtful way. Some pupils developed quite sophisticated rhythmic patterns to accompany a pentatonic melody they had composed and were clear about the way each part contributed to the whole performance. The teachers in these lessons made good use of technical terms such as 'tempo', 'legato' etc. and took the opportunity to develop the literacy skills of pupils. Pupils were also given good opportunities to practise their speaking and listening skills in these lessons. In an assembly for the whole school, pupils could sing in tune and maintain a vocal part while other groups were singing different melodies. Pupils have opportunities to develop composing skills and evaluate their performances. The choir members sing a range of material and are developing skills in the African technique of 'call and response', where a lead singer states the melody and the choir imitates the phrase. Two teachers led the choir rehearsal and each could sing parts confidently and were very good models for the pupils to follow. The pupils maintained their pitch very well, with no instrumental accompaniment, and had a very good sense of the shapes of the musical phrases they sang.
154. Pupils express their likes and dislikes of various types of music and recognise different instruments and use appropriate vocabulary to describe the sounds they make. In assemblies there is always a piece of music playing as pupils enter and there is information about it on display. The programme for this is planned over a two-year cycle so that pupils are exposed to a wide range of musical experience. Pupils have the opportunity to play instruments from other cultures such as percussion instruments and African thumb pianos. Pupils with special educational needs or English as an additional language are supported appropriately and have full access to this part of the curriculum. The use of ICT is underdeveloped in this subject.
155. The co-ordinator is a music specialist and is aware of the difficulties experienced by non-specialist teachers of the subject. She supports colleagues well and has the expertise needed to resolve any difficulties. The school uses a commercial scheme of work as well as some of the projects from a national scheme. The co-ordinator has adapted these as necessary and planning for the subject is clear. The co-ordinator attaches importance to making it clear to all teachers what pupils should achieve in each unit of the scheme of work. The resources for the subject are very good and teachers have a wide range of tuned and untuned percussion instruments that they can draw on for their lessons. These are kept in a central, accessible location. There is a music practice room that is mainly used by visiting music tutors and is also available when small groups need a space for rehearsal. The school orchestra is open to all pupils, regardless of musical expertise and the high standards that it achieves are a tribute to the work of the music staff and the headteacher, who takes a very active role in the musical life of the school. Much of the music for the orchestra is arranged by a parent who also comes to rehearsals and conducts the group. The school is well supported by the Bromley Youth Music Trust and this helps it to give pupils a very wide range of musical experiences. At the moment the trust is developing a boys' choir to encourage more boys to participate in singing and to overcome the perception that 'choirs are for girls'. Music continues to be strength of the school, as it was in the last inspection.



## **PHYSICAL EDUCATION**

156. Due to timetabling arrangements, only one physical education lesson was observed in Year 2; however, observations in Years 3 to 6 indicate that all pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. In all year groups, pupils have the opportunity to investigate basic skills demonstrating increasing control and co-ordination. Pupils' ability at applying previously learned skills to new situations is satisfactory. They work well in pairs and are developing their ability to evaluate their own and others' performance. During the last inspection attainment at the end of Year 2 was judged to be satisfactory and unsatisfactory at the end of Year 6. Lesson observations during the current inspection indicate that attainment is satisfactory by the end of both years. Improvement since the last inspection is satisfactory overall.
157. Too little evidence was available to judge pupils' achievement in Year 2. However, pupils develop their batting, bowling and fielding skills during games lessons. They know that being active is important and why; they recognise the effect of exercise on their bodies. In Year 4 athletics, pupils investigate different throwing techniques; they evaluate their own ideas and the performance of peers and, as a result, improve their performance. Pupils in Year 6 achieve satisfactorily. They are learning to bowl accurately over and under arm and to strike the ball along the ground towards the bowler. They use and apply correct vocabulary, such as 'stance', 'leg side', 'off side', 'stumps', 'crease', 'pitch', 'bowler' and 'wicket keeper'. Year 5 pupils benefit from swimming instruction at a local pool and the majority of pupils achieve their 25 metres by the end of the instruction programme. Assessment in the subject is satisfactory; however, it is not yet consistently applied across all the year groups. No evidence was seen of ICT being used in the teaching of physical education.
158. The quality of learning during the one lesson observed in Year 2 and most lessons in Years 3 to 6 was judged to be good. However, pupils' attainment is only in line with expectation for their age. This is due to the fact that a new scheme of work has only recently been introduced and not all year groups have had the opportunity to work through a complete year of the scheme. Pupils' attitudes and behaviour ranged from good to very good and are very good overall.
159. As only one lesson was observed in Year 2, no overall judgement on the quality of teaching in Years 1 and 2 can be made. In Years 3 to 6 the quality of teaching ranged from satisfactory to good and was good overall. Teachers have good subject knowledge of the new scheme of work. They have high expectations of pupils' work and behaviour, give clear instructions and maintain a good pace throughout the lesson. They make effective use of examples of good practice to demonstrate to other pupils, contributing to the standards achieved.
160. The subject co-ordination is effectively shared between three teachers, each responsible for one of the three disciplines of dance, games and gymnastics. The school has recently adopted the nationally recommended scheme of work. Teachers have sensibly adapted their lesson planning to meet the needs of pupils at different stages in relation to the new programme of structured lessons. The school provides a very good range of extra-curricular sporting activities throughout the year, such as soccer, cricket, dance, athletics, hockey and netball. Inter school matches, the Bromley Dance Festival and other school sporting events provide good opportunities for pupils' social and cultural development. All pupils are included in lessons and other sporting activities.

## **RELIGIOUS EDUCATION**

161. Pupils attain standards in religious education which are above those expected by the locally agreed syllabus by the ages of seven and eleven. This is an improvement since the last inspection. The improvement in standards is due to the good management of the subject and the emphasis the school places on creating a strong Christian ethos. All pupils, including those with special educational needs and those for whom English is an additional language, achieve well.
162. By the age of seven, pupils recall a number of Bible stories. They understand the story of the creation of the world in six days and begin to understand the significance of Advent and the

Easter story. They begin to understand the Ten Commandments and know that the Bible is made up of different books. They recognise that Bible stories have importance for some people. They explore issues such as “being a good friend”, and begin to give personal views of such issues. By the age of 11, pupils can give descriptions of the symbols and objects associated with Christianity, Islam and Hinduism. They understand the significance of the Hindu story of Rama and Krishna, and identify Hindu stories that have a moral purpose. Pupils in Year 5 know the features of a Mosque and the significance that Muslims attach to prayer, fasting and pilgrimage. In Year 4 pupils explore the issues of faith and trust and begin to recognise the significance of miracles in Christian belief.

163. The quality of teaching and learning is good throughout the school. Lessons are well planned to meet the demands of the course. Very good use is made of visiting speakers, for example to help pupils in Year 6 explore changes in friendship and how these will occur as they move from their present school to another. They reflect on friendship through role-play and games of observation. Pupils enjoy their learning and are positive and well motivated. Teaching is sensitive and allows pupils to develop their ideas and feelings. In Year 2 pupils reflect upon the effect quarrels have on friendship and how unresolved quarrels influence lasting relationships. In doing this they compare outcomes in the Bible story of Esau and Jacob with more personal responses found in a poem. Pupils begin to explore the idea of forgiveness. Much of pupils’ work is completed on worksheets; whilst these are sometimes unnecessary, as pupils from Year 2 have good writing skills, it does distract pupils from building up a personal record of their thoughts and feelings over time. Whilst pupils’ oral work in lessons is good, opportunities are lost for pupils to extend their writing skills by completing longer, more sustained pieces of writing. Teachers’ expectations of standards of work are similar for all pupils and so those pupils who are capable of exploring ideas in more depth are not enabled to do so. Good use is made of drama, dance and music to celebrate Christian festivals.
164. The management of the subject is good. Close links are maintained with two local churches and their clergy. This enables the effective planning across the range of the curriculum and across all years in the school. School and class assemblies are well planned and contribute significantly to the teaching of religious education. Themes are taken from assemblies and developed in lessons. Visits are made to the local churches and a Bible Club is run after school for pupils in Years 3 – 6. Support and guidance for teaching Christianity is good, although better support could be provided for teachers when teaching religions other than Christianity. Insufficient evidence was available to judge the use of ICT in the teaching and learning of religious education. Very good links have been established with a school in Kenya and this has had a significant impact of pupils learning about the lives of other people.