

INSPECTION REPORT

St Paul's C. of E. Primary School

Swanley

LEA area: West Kent

Unique Reference Number: 118590

Headteacher: Mr James Mead

Reporting inspector: Mr C D Taylor
23004

Dates of inspection: 6 - 8 December 1999

Under OFSTED contract number: 708531

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
Type of control:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	School Lane Swanley Kent BR8 7PJ
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev. Andrew Procter
Date of previous inspection:	8 - 10 January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Christopher Taylor, RgI	English	Attainment and progress
	Geography	Teaching
	History	Leadership and management
	Music	Efficiency of the school
Josephine Philbey, Lay Inspector	N/A	Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Terence Aldridge	Under-fives	Staffing, accommodation and learning resources
	Mathematics	
	Information technology	
	Physical education	
	Special educational needs	
	Equal opportunities	
Jacqueline Cousins	Science	Attitudes, behaviour and personal development
	Art	Curriculum and assessment
	Design and technology	Spiritual, moral, social and cultural development
	Religious education	

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MAIN FINDINGS

What the school does well

- Teaching is good for the under-fives and at both key stages. All teaching observed in the school is at least satisfactory.
- Provision for pupils' spiritual, moral and social development is very good. The school promotes an appreciation of life and a love of God. Sound moral values are constantly re-inforced. Pupils develop a sense of responsibility and a respect for others.
- The school has a very good ethos. Pupils' attitudes to work are good and their behaviour is very good. Relationships are very good, and many opportunities are provided for promoting pupils' personal development.
- Provision for children under five is good. Children make good progress in the Reception class.
- Provision for pupils with special educational needs is good. They make good progress at both key stages.
- The school has good partnerships with parents and the local community. The quality of information provided for parents is good, and the curriculum is enriched by good links with local businesses and the church. Pupils benefit greatly from the active involvement of many parents and governors in their learning.
- The headteacher and governors provide good leadership. Planning for future development is thorough, and finances are managed efficiently. Teachers and support staff are well deployed.

Where the school has weaknesses

- The information technology curriculum does not meet the requirements of the National Curriculum in the area of monitoring and control technology. There is insufficient use of information technology to assist the teaching of other subjects across the curriculum.
- There are insufficient opportunities for pupils to develop their literacy skills by writing extended passages or by producing creative writing.
- Procedures for assessing the attainment and progress of pupils in science, information technology and religious education require further development.
- Schemes of work need updating in some subjects to take account of new developments including the National Literacy and Numeracy Strategies and changes in the National Curriculum.
- There are too few support staff to assist teachers, especially with the younger children.
- The accommodation available for the under-fives and for gymnastics is unsatisfactory. There are no toilet facilities attached to the mobile building used by older pupils, and they have to cross a public road unsupervised to reach facilities in the main building.

St Paul's C. of E. Primary School has many good features and a firm commitment to raising standards. It is a very caring school that makes very good provision for the personal and social development of its pupils. Its many strengths significantly outweigh its weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Since the last inspection in January 1996, the school has made satisfactory progress overall in addressing the key issues highlighted in the previous report. The school has made good progress in improving pupils' handwriting and punctuation, and in improving standards in design and technology and in some areas of information technology. It has improved management procedures, has developed schemes of work, and has improved the provision of learning resources. The school has tried hard to secure adequate facilities for gymnastics, although its efforts have not yet been successful. Subject co-ordinators have been given more responsibility to improve standards, but have not yet developed their monitoring roles sufficiently. The school has not yet adopted suitable assessment procedures to monitor the attainment of pupils in some subjects. The school has identified appropriate areas for development, and is in a good position to make further improvements.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	C	-	<i>well above average</i>	A
Mathematics	B	-	<i>above average</i>	B
Science	E	-	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

In English, the school's results in 1999 were close to the national average for all schools in the country. In mathematics, the results of the 1999 tests were above the national average. In science, pupils' performance in 1999 was well below the national average. Caution must be exercised when comparing the results of a small school like St Paul's with the national average. Because of the small size of the year groups, *well below* the national average means that two pupils more than expected failed to achieve the national average, and this is not statistically significant. Similarly, *above* the national average means that one pupil more than expected achieved above the national average. In the 1999 tests, the school's results were better than its 1998 results because there was a smaller proportion of pupils with special needs.

The inspection findings indicate standards of attainment are better than the school's National Curriculum test results in English in 1999. This is due to good teaching and because there is a smaller proportion of pupils with special educational needs in the current year group. Pupils are currently achieving standards close to those expected at the end of Key Stage 2, and are on target to achieve standards well above average by the end of Year 6. In speaking and listening, standards are close to the national average, while standards in reading and writing are also close to the national average. In mathematics, inspection findings indicate that pupils are currently achieving standards close to those expected at the end of Year 6, and are on target to achieve standards well above average by the end of Key Stage 2. This is better than last year's Key Stage 2 National Curriculum test results due to good teaching of the National Numeracy Strategy and a smaller proportion of pupils with special needs in the current Year 6. In science, inspection findings indicate standards of achievement in line with the national average. This is an improvement on last year's results due to good teaching and a smaller proportion of pupils in the year group with special educational needs. Pupils' attainment in religious education is above the expectations in the locally agreed syllabus, but attainment in information technology is below national expectations. Pupils make sound progress in geography and music, and good progress in art, design and technology, history, and physical education.

As fewer than ten pupils sat the Key Stage 2 National Curriculum tests in 1999, the comparison with similar schools has been omitted as unreliable.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	good	good	good
Mathematics	good	good	good
Science		no lessons observed	good
Information technology		no lessons observed	no lessons observed
Religious education		good	good
Other subjects	good	good	good

Teaching was satisfactory or better in all lessons observed. It was good in 52 per cent of lessons, and very good in a further 22 per cent of lessons. Overall, teaching is good for the under-fives, and good at both key stages.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good; pupils behave very well in class and around school.
Attendance	Good; above the average for primary schools nationally.
Ethos*	Very good; a happy, secure environment with a firm commitment to raising standards; good attitudes to work and very good relationships.
Leadership and management	Good; the headteacher has clear aims and monitors teaching and pupils' standards effectively. The governors are actively involved in the management of the school.
Curriculum	Satisfactory; generally broad and balanced for the under-fives and at both key stages; appropriate emphasis on literacy and numeracy; National Curriculum requirements are not met in information technology.
Pupils with special educational needs	Very good provision; very good support for pupils with learning difficulties; pupils make good progress at both key stages.
Spiritual, moral, social & cultural development	Very good overall; very good provision for spiritual development; very good moral teaching and social development; good cultural development.
Staffing, resources and accommodation	Unsatisfactory overall; number, qualifications and experience of teachers generally appropriate; too few support staff; accommodation for under-fives and gymnastics unsatisfactory; lack of toilets attached to the mobile building; resources satisfactory in most subjects.
Value for money	Sound. While expenditure per pupil is well above the national average, teaching is good, attitudes to learning are good, spiritual, moral and social development is very good, pupils' behaviour, relationships and personal development are very good, pupils make sound progress and attainment is in line with national expectations at the end of both key stages.

*Ethos is the climate for learning; attitudes to work, relationships and the commitment to high standards.

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • The school encourages parents to play an active part in its life. • The school is approachable. • The school gives parents a clear understanding of what is taught. • The school keeps parents well informed about their children's progress. • The school enables children to achieve a good standard of work. • The school encourages children to get involved in more than just their daily lessons. • The school's values have a positive effect on pupils. • The school achieves high standards of good behaviour. 	<ul style="list-style-type: none"> •_ Several parents feel that their children do not

• ___ Children enjoy going to school.	
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The inspection findings support the parents' very positive views.

An appropriate amount of homework is set for all year groups, but more regular setting of mathematics homework would help to extend and consolidate pupils' numeracy skills.

KEY ISSUES FOR ACTION

In order to raise standards and improve the quality of education provided, the governing body, headteacher and staff should

- I. improve the breadth and balance of the curriculum in information technology by including monitoring and control technology, and increase the use of information technology to assist the teaching of other subjects across the curriculum. (see paragraphs 48, 133, 145, 147, 172)
- II. improve pupils' literacy skills by providing more opportunities for extended writing and creative writing. (see paragraphs 27, 119)
- III. assess pupils' attainment and progress in science, religious education and information technology, and use these assessments to plan suitable work for individual pupils. (see paragraphs 59, 144, 151, 156)
- IV. update policies and schemes of work in literacy, numeracy, science and the non-core subjects to take account of new developments including the National Literacy and Numeracy Strategies and changes in the National Curriculum. (see paragraphs 123, 144, 151, 157, 167, 172, 177, 183)
- V. increase the number of support staff to assist teachers, especially with the younger children. (see paragraphs 84, 93)
- VI. improve the accommodation available for the under-fives and provide suitable accommodation for gymnastics. Improve the health and safety of older pupils by providing suitable toilet facilities attached to the mobile building. (see paragraphs 71, 87, 88, 89)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- VII. The school should devise and implement a marking policy that encourages teachers to indicate clearly how pupils can improve their work. (see paragraph 52)
- VIII. The school should make more use of the school library by encouraging pupils to borrow non-fiction books for individual research and quiet reading. It should introduce a suitable classification system, and ensure that books on high shelves are moved to a more accessible location. (see paragraphs 50, 89)
- IX. The school should ensure that all statutory requirements are met by providing all the information required in the governors' annual report to parents. (see paragraph 80)

· INTRODUCTION

· Characteristics of the school

1. St Paul's is a village primary school with 87 pupils on roll. It is much smaller than the majority of infant and junior schools. There are 43 girls and 44 boys on roll. Numbers are fairly evenly balanced in most years. Children with birthdays between September and February join the Reception class in the September of the school year in which they become five. Other children who become five between March and August join the Reception class in January. There were two children aged under five at the time of the inspection. There were 87 pupils on roll at the time of the previous inspection in January 1996, and 95 in January 1998. The number of pupils in January 2000 will be similar to the number in January 1998. Numbers in the school increased slightly from 1996 to 1998, and have since remained steady.
2. The school is situated in Swanley village. It is the only Church of England voluntary controlled school in the area, and attracts children from outside the village. While the school has a rural setting, there is a mixed intake of pupils from the village itself, from the neighbouring village of Hextable, and from Swanley town. The school is located in a small village consisting largely of cottages and recently built large detached houses, the majority of which are privately owned. It is in the Hextable and Swanley Village ward where, according to the 1991 census, the percentage of adults with higher educational qualifications is close to the national average, and the percentage of children in high social class households is above the national average. Some children, however, come from less prosperous areas of Swanley town. Three per cent of pupils are known to be eligible for free school meals. This is below the average for infant and junior schools. The majority of children enter the school with levels of attainment close to the national average.
3. No pupils come from homes where English is an additional language. Thirty two pupils have been placed on the school's special needs register, one of whom has a statement of special educational needs. The total number on the register is much higher than the national average, while the number with statements is currently just below the national average.
4. The school aims to provide stimulating opportunities for children to learn with enthusiasm and enjoyment. It aims to develop each child's potential abilities to the highest possible standard, and to promote a love of mankind, love of life itself, and love of God. It has a clear commitment to improve standards. Realistic targets have been set to improve standards in English and mathematics in the 1999 and 2000 National Curriculum tests at Key Stage 2.
- 4.

Key indicators

5. Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	9	4	13

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	6	7
	Girls	3	3	4
	Total	11	9	11
Percentage at NC Level 2 or above	School	85(100)	69(93)	85(100)
	National	85(80)	86(81)	90(85)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	8	9
	Girls	3	3	4
	Total	10	11	13
Percentage at NC Level 2 or above	School	77(100)	85(100)	100(100)
	National	n/a(81)	n/a(85)	n/a(86)

.....

1 Percentages in parentheses refer to the year before the latest reporting year

1. Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2

for latest reporting year:

Year	Boys	Girls	Total
1999	5	4	9

6. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	1	1
	Girls	4	3	4
	Total	7	4	5
Percentage at NC Level 4 or above	School	78(50)	44(50)	56(30)
	National	73(65)	72 (59)	83(69)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	3	3
	Girls	4	4	4
	Total	7	7	7
Percentage at NC Level 4 or above	School	78(60)	78(60)	78(60)
	National	n/a(65)	n/a(65)	n/a(72)

.....

2 Percentages in parentheses refer to the year before the latest reporting year

6.

7. Attendance

Percentage of half days (sessions) missed

through absence for the latest complete

		%
Authorised	School	5.7

reporting year: (1997/98)

Absence	National comparative data	5.7
Unauthorised	School	0.4
Absence	National comparative data	0.5

7.

8. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	3
Permanent	0

9. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	22
Satisfactory or better	100
Less than satisfactory	0

9. PART A: ASPECTS OF THE SCHOOL

9. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

9. Attainment and progress

2. On entry to the Reception class, most children in this year's class had levels of attainment in line with those expected for children of their age. They made good progress towards the Desirable Learning Outcomes for five-year-olds. Progress was good in personal and social development, language and literacy, mathematics, physical development, and knowledge and understanding of the world, and was sound in creative development. By the age of five, the attainment of pupils was above national expectations in personal and social development, language and literacy, mathematics, physical development, and knowledge and understanding of the world, and was in line with national expectations in creative development.
3. At the end of Key Stage 1, the overall attainment of pupils in the current Year 2 is broadly in line with national expectations in English, mathematics and science. Attainment is above the expected level in religious education and below the expected level in information technology. Because of the small number of pupils in the year group, comparisons with similar schools are unreliable.
4. In English, inspection findings indicate that standards are close to the national average for seven-year-olds. In speaking and listening, standards are in line with the national average, while standards in reading and writing are also in line with the national average. In reading, standards are similar to last year's National Curriculum test results, but in writing, standards have improved due to good teaching and the positive impact of the National Literacy Strategy.
5. The percentage of pupils achieving the nationally expected standard in reading was close to the national average in the National Curriculum tests for seven-year-olds in 1999, but the number achieving higher levels was below the national average. Overall, standards in reading were close to the national average. The proportion of pupils achieving the expected level in 1999 was less than in 1998, and fewer achieved higher levels. This is because there was a higher proportion of pupils with special educational needs taking the test in 1999. In writing, the percentage of pupils achieving the nationally expected standard in 1999 was well below the national average, while the number achieving higher levels was below the national average. Overall, standards in writing were very low compared with the national average. Because of the small size of the year group, however, this difference from the national average represents only two pupils more than expected, and is not statistically significant. In the 1999 tests, the school's results were worse than its 1998 results because there was a higher proportion of pupils with special needs.
6. In mathematics, inspection findings indicate that attainment is close to the national average in the current Year 2. This is an improvement on last year's Key Stage 1 National Curriculum test results due to good teaching and the positive impact of the National Numeracy Strategy.
7. The percentage of pupils achieving the nationally expected standard in mathematics in the 1999 tests at Key Stage 1 was below the national average, and the number achieving higher levels was very low compared with the national average. Overall, standards were well below the national average. Because of the small size of the year group, however, this difference from the national average represents only two pupils more than expected, and is not statistically significant. In the 1999 tests, the school's results were worse than its 1998 results because there was a higher proportion of pupils with special educational needs.
8. In science, inspection findings indicate that attainment is broadly in line with the national average for seven-year-olds. This is similar to the 1999 teachers' assessments, when all pupils reached the nationally expected level, but no pupils attained higher levels. The school's 1999 results were very similar to its 1998 teacher assessments.
9. In English, pupils make good progress in reading and in developing their listening and speaking skills

at Key Stage 1. They make satisfactory progress in developing their writing skills. Pupils listen attentively and show respect for the views of others. They speak clearly, and are able to answer questions posed by the teacher. Most pupils read confidently and with a sense of meaning, and have a range of strategies to tackle new words. They read a range of books and make choices about what they like to read. They write in complete sentences, but use of capital letters and full stops is inconsistent. Pupils spell many common words correctly, and spelling is average for pupils of this age.

10. Pupils' progress in mathematics is sound at Key Stage 1. Pupils add and subtract numbers up to twenty, and count forwards and backwards in tens. They name the days of the week and the months of the year, and record the hours on a clock face. They use standard and non-standard units to measure volumes and length. They recognise common two and three-dimensional shapes, and are beginning to represent data in the form of simple bar charts and diagrams.
11. In science, pupils make sound progress at Key Stage 1. They sort materials into living and non-living groups, and discuss which objects float and which sink in water. They observe how animals are camouflaged, and match them to their habitats. They predict what will happen to different liquids when they are poured from a jug. They classify animals by the number of legs, and carry out simple experiments to explore the effect of heating and cooling on chocolate.
12. At Key Stage 1, pupils' attainment in information technology is below national expectations, and they make only limited progress. Pupils use the mouse and keyboard controls to write simple poems and stories, but most have limited knowledge of the keyboard and the position of the letters. They use a graphics program to draw simple pictures, but most have little awareness of uses of information technology in the home and the wider world.
13. Pupils' attainment in religious education is above the expectations in the locally agreed syllabus, and pupils make good progress at Key Stage 1. Pupils make satisfactory progress at Key Stage 1 in art, design and technology, geography, history and music, and good progress in physical education.
14. At the end of Key Stage 2, the overall attainment of pupils in the current Year 6 is broadly in line with national expectations in English, mathematics and science. Attainment is above the expected level in religious education and below the expected level in information technology. Because of the small number of pupils in the year group, comparisons with similar schools are unreliable.
15. In English, inspection findings indicate that current standards are close to those expected at the end of Key Stage 2, and pupils are on target to achieve standards well above average by the end of Year 6. In speaking and listening, standards are close to the national average, while standards in reading and writing are also close to the national average. Standards are better than last year's National Curriculum test results. This is due to good teaching and because there is a smaller proportion of pupils with special educational needs in this year group.
16. In mathematics, inspection findings indicate that current attainment is close to expectations for the end of Year 6, and pupils are on target to achieve standards well above average by the end of Key Stage 2. This is much better than last year's Key Stage 2 National Curriculum test results due to good teaching of the National Numeracy Strategy and a smaller proportion of pupils with special needs in the current Year 6.
17. The percentage of pupils achieving the nationally expected standard in mathematics in the 1999 tests at Key Stage 2 was well below the national average, and the number achieving higher levels was below the national average. Overall, standards were well below the national average. In the 1998 tests, the school's results were also well below the national average because half the pupils had special educational needs.
18. In science, inspection findings indicate that attainment is close to the national average at Key Stage 2. This is an improvement on last year's results due to good teaching and a smaller proportion of pupils in the class with special educational needs. The percentage of pupils reaching the nationally expected level in the National Curriculum tests in 1999 was well below the national average, though close to the average attained higher levels. Overall, attainment was well below the national average. In the 1999 tests, the school's results were better than its 1998 results because there was a lower proportion of pupils

with special educational needs.

19. Pupils make sound progress overall in English at Key Stage 2. They make good progress in developing their reading skills and in listening and speaking. Pupils listen with keen concentration, and discuss topics at length with an increasingly wide vocabulary. Most pupils read fluently and accurately, and often write interesting reviews of the books they have read. They read both fiction and non-fiction, and use the contents and index of reference books efficiently to find information. Pupils make satisfactory progress in developing their writing skills. Handwriting is legible and neat, and most pupils regularly use joined-up writing. They plan their work carefully before starting to write, and sometimes use the computer to improve their draft and to produce a final version. Spelling and punctuation are generally accurate. Pupils write for a range of audiences, but are given only limited opportunities to develop their skills in writing longer passages and in creative writing.
20. In mathematics, pupils make sound progress at Key Stage 2. They add and subtract numbers exceeding a thousand, and multiply and divide two and three-digit numbers. They use mental recall of tables to solve simple problems, and develop accurate methods of computation. They understand line and rotational symmetry, and calculate the area and perimeter of regular shapes. They express quantities as fractions and decimal fractions, and use mathematical calculations to solve problems in new situations.
21. In science, pupils make sound progress at Key Stage 2. Pupils undertake their own investigations to examine whether sugar dissolves quicker in hot or cold water, and carry out experiments to determine the effect of magnets on a variety of objects. They make informed predictions, use a variety of methods to record their results, and draw sound conclusions. Pupils have a good knowledge of electrical circuits, and understand the nature of solids, liquids and gases. They identify animal and leaf species, and explain seed dispersal. The sound emphasis on investigative science ensures that both higher and lower-attaining pupils make sound progress.
22. Pupils' attainment in information technology is below national expectations at Key Stage 2. Pupils use word processing to edit and redraft their written work, but there is very limited use of computers for data handling or for drawing graphs and charts. Older pupils use CD-ROMs effectively to research a history topic, but there is little use of information technology in other subjects. Pupils have little experience of controlling a screen turtle, and do not use sensors attached to a computer for monitoring experiments. Most have only a limited awareness of the use of information technology in applications such as libraries, supermarkets, and banking.
23. Pupils' attainment in religious education is above the expectations in the locally agreed syllabus, and pupils make good progress at Key Stage 2. Pupils make sound progress in geography and music, and good progress in art, design and technology, history, and physical education.
24. Pupils' literacy skills are in line with national expectations at both key stages. The introduction of the National Literacy Strategy is having a positive impact on pupils' literacy skills and on their understanding of language structure. The Literacy Hour has been introduced satisfactorily in all classes, and pupils are gaining a clear understanding of grammar and punctuation. Pupils use literacy skills across many subjects of the curriculum, but there are only limited opportunities for pupils to develop their skills in writing longer passages and in creative writing.
25. Standards in numeracy are close to the national average at both key stages. Pupils' understanding and use of number develop soundly at both key stages. The National Numeracy Strategy is being introduced satisfactorily in all classes. Pupils are beginning to carry out mental calculations with increasing accuracy and are beginning to show greater confidence in manipulating numbers and using multiplication tables. They use their numeracy skills across a range of subjects, plotting graphs of temperatures in science, for example, and measuring wind speed and rainfall in geography.
26. Pupils with special educational needs make good progress at both key stages in relation to the targets set for them in their individual education plans. Pupils at Key Stage 1 make good progress in acquiring reading skills with additional help from the special needs teacher, learning support assistants, parents, governors and other helpers. They quickly gain confidence and self-esteem, and become eager to read

more difficult texts. Pupils at Key Stage 2 make good progress in reading and writing skills. Individual and small group sessions with the special needs teacher help to improve their confidence. Pupils continue to receive effective support in class from their teachers, learning support assistants, governors and other helpers.

27. There is no significant difference in the progress made by pupils of different abilities, although higher-attaining pupils could make even more progress in some lessons if they were given more challenging work. There is no significant difference in the attainment of girls and boys.

35.

Attitudes, behaviour and personal development

28. The high standard of behaviour and personal relationships, and the many opportunities for pupils' personal development are strengths of the school. Pupils' attitudes to work have remained very positive since the previous inspection, and pupils' very good behaviour and their very good relationships have been maintained.

29. Pupils demonstrate good attitudes in lessons. They arrive in school well prepared and keen to work. They settle down quickly to finish off exercises or to read, and they apply themselves conscientiously during lessons. Pupils take pride in their work, and respond well to their teacher's praise. This was clearly demonstrated when pupils in Year 4 proudly read the stories they had written about bears to other pupils in the class. Pupils have very positive attitudes to learning and personal study at both key stages. They are keen to predict the results of their investigations in science in Years 1 and 2, for example, and are enthusiastic to carry out independent research on Second World War projects in history in Years 5 and 6.

30. Pupils' behaviour is very good in all year groups, both in class and around the school. Pupils understand and follow the school rules at all times. Younger pupils draw pictures to illustrate the rules that are displayed in their classroom. Behaviour in lessons is nearly always good and is usually very good. Pupils co-operate with their teachers to establish a positive environment in which they can work constructively. Pupils with special educational needs behave very well when they are withdrawn from classes for additional support from the special needs teacher. Pupils enter and leave the dining hall in an orderly manner and behave politely whilst eating lunch. They play happily together in the school playground, and no incidences of bullying were observed during the inspection. Three pupils were excluded last year for a fixed term. This is the first time in nine years that this has happened.

31. Relationships within the school are very good. Teachers and pupils relate well to one another, and the friendly, relaxed and caring atmosphere is built on the basis of mutual trust and respect. Pupils relate very well with other pupils, and listen to and respect each other's views and opinions. They are keen to help and support others, and older pupils frequently volunteer to assist younger ones.

32. Opportunities for pupils' personal development are very good, and teachers actively encourage pupils to develop their independence. Pupils display personal initiative in many ways, which include undertaking a variety of useful activities. Pupils take turns, for instance, to return the registers sensibly to the school office. Older pupils enjoy setting up the hall for assemblies, carrying swimming equipment, and operating the CD player during collective worship. At lunchtimes, older pupils take responsibility for younger pupils on their dining table, helping them to choose which meal to have, and talking to them about their experiences. Pupils are given appropriate responsibility during lessons. Pupils in Years 5 and 6, for example, organise their own science experiments, and handle equipment sensibly and with appropriate care. A range of extra-curricular activities, and a residential visit in Years 5 and 6, also help to develop pupils' confidence and social skills.

40. **Attendance**

33. Pupils' attendance is good. Attendance figures for the most recent reporting year (1997/98) were close to

the national average, and the attendance rate in 1998/99 (94.3%) was above the national average. Attendance rates have improved since the school's previous inspection report. Registration takes place promptly at the beginning of each session. Parents and pupils are aware of the importance of good punctuality and, as a result, most pupils arrive at school on time. This good practice contributes positively to pupils' attainment and progress.

41. QUALITY OF EDUCATION PROVIDED

41. Teaching

34. The standard of teaching is good for the under-fives and good at both key stages. All teaching observed was at least satisfactory. In 52 per cent of lessons the teaching was good, and in a further 22 per cent it was very good. The standard of teaching has improved since the previous inspection.
35. Teaching is good in all the six areas leading to the Desirable Learning Outcomes for children under the age of five. It is good in personal and social development, language and literacy, mathematics, physical development, creative development, and in knowledge and understanding of the world. The high level of good teaching is largely responsible for the good progress made by the under-fives.
36. Teaching is good at Key Stage 1 and at Key Stage 2. In English and mathematics, teaching is good at both key stages. In science, teaching is good at Key Stage 2. No science teaching was observed at Key Stage 1. In information technology, no teaching was observed at either key stage. Teaching of religious education is good at both key stages. In art and physical education, teaching is sound at Key Stage 1 and good at Key Stage 2. In design and technology and in history, teaching is good at Key Stage 2; no lessons were observed at Key Stage 1. In geography, teaching is sound at Key Stage 1; no lessons were observed at Key Stage 2. Teaching that is good or very good is a major factor in ensuring that pupils make good progress in literacy and numeracy, and sound progress overall at both key stages.
37. Teachers' subject knowledge and understanding are generally good at both key stages. All teachers are confident in teaching appropriate skills during the Literacy Hour. Teachers use correct vocabulary and terminology, for example in literacy, in mathematics and in science. Good teacher knowledge of different historical periods helps pupils to make good progress in developing their understanding and historical research skills at Key Stage 2. Very good use is made of the music co-ordinator's specialist expertise to accompany the singing on the keyboard during whole-school assemblies. In information technology, where standards are unsatisfactory, some teachers' knowledge is insecure, and their understanding of the potential of the subject is limited. This weakness was identified in the previous inspection report. In design and technology, subject knowledge is generally good, but further training in food technology and the use of fabrics would enable teachers to develop these areas further.
38. Teachers' expectations of pupils' work and behaviour are generally good at both key stages. In religious education, for example, there are high expectations that pupils should think deeply about moral problems and develop a good awareness of world issues. Work for individual pupils, in English, history and geography, for example, is often graded to match pupils' age and ability in the mixed-age classes. In history, for example, the most able pupils tackle more challenging individual research in Years 5 and 6. Work set for the older and more able pupils in mathematics, however, is often not challenging enough at both key stages. Sometimes this also occurs in other subjects such as geography at Key Stage 1. Occasionally, for example in a science lesson observed at Key Stage 2, no challenging work is set specifically for the more able. Inadequate challenge for the more able pupils was also noted at the last inspection.
39. Both long-term and medium-term planning are good at both key stages. Learning objectives related to the National Curriculum programmes of study are clearly identified in lesson plans, and lessons build well on previous learning. Teachers usually plan to provide different activities for pupils who are at different stages in their learning. Planning for the Literacy Hour follows the guidance of the National Literacy Strategy, and has a strong emphasis on direct teaching. Numeracy lessons successfully follow the guidance of the National Numeracy Strategy, and there is an appropriate emphasis on mental mathematics. In information technology, however, an insufficient range of experiences is offered, and there is insufficient coverage of work in monitoring and control technology at Key Stage 2.
40. Teaching methods and organisational strategies used by teachers are generally good at both key stages. Where teaching is good or better, a suitable range of activities helps to retain pupils' interest and

develops their skills and knowledge. Lessons usually contain a good balance between teacher input, questioning and discussion, and pupil activities. Teachers make good use of question and answer sessions, give clear instructions, and make good use of praise. All teachers have introduced the National Literacy and Numeracy Strategies effectively, and there is a suitable balance of whole-class, group and individual work. Good use of language and subject terminology by teachers enables pupils to extend their own vocabulary. Pupils are often asked to demonstrate their work and share their good practice, for example, in physical education. The previous report suggested that teachers relied too much on the use of worksheets. This is no longer apparent, and teachers now place suitable emphasis on practical demonstrations and investigative work. In numeracy, for example, there is good use of activities to encourage pupils to use problem-solving skills. In history, pupils use interviews with elderly local residents, as well as information from books and CD-ROMs to carry out individual research into life during the Second World War. Teaching could be improved further by extending the use of information technology to assist teaching in other subjects of the curriculum. There is very little use of information technology in mathematics, for example, to assist in data handling or to practise numerical skills. Insufficient use is made of computers to plot the results of surveys and weather data in geography, for example, or to draw graphs and charts of the results of investigations in science.

41. The very good relationships between teachers and pupils help to produce a pleasant, hard-working and creative atmosphere. Discipline is usually very good. As a result, pupils remain well motivated and attentive. Very occasionally, discipline is slightly less secure, and teachers allow too much inattentive behaviour or too much loud chattering while pupils are working.
42. The use of time and resources is good at both key stages. Most teachers effectively divide lesson time between teacher-led sessions and individual pupil activity. Efficient use of time was observed in the Literacy Hour and numeracy lessons. The use of resources is generally good at both key stages. Good use is made of a wide variety of resources including maps, weather instruments and aerial photographs in geography, "big books" and shared reading books in literacy, and artefacts in history. Good use is made of visiting actors who recreate historical characters through drama and music. Sound use is made of a range of percussion instruments and recorded music. Good use is made of the local environment and trips to other areas in geography, and of visits to a zoo in science, and museums in history. The school library is not used enough by pupils for quiet reading, to borrow books, or for individual research. Occasionally, resources are not entirely appropriate, as in a Key Stage 1 geography lesson, when words used on a game board were too difficult for pupils to understand. Good use is made of the valuable help provided by volunteer parent helpers and governors, for example, with reading and with other aspects of literacy.
43. The previous report highlighted weaknesses in the school's assessment procedures. Teachers now make good use of day-to-day assessment of pupils' progress. Teachers sometimes modify their teaching as a result as the lesson progresses. Teachers often use questions and answers to assess pupils' understanding, and use the information well to focus their explanations. Day-to-day assessment is good in mathematics, but teachers do not always use this assessment to inform their planning. As a result, the work sometimes lacks challenge for the more able pupils.
44. Spellings, tables and reading are set regularly as homework at Key Stage 1. Additional tasks at Key Stage 2 help pupils to consolidate their skills in a range of subjects. An appropriate amount of homework is set for all year groups, but more regular setting of mathematics for homework would help to extend and consolidate pupils' numeracy skills. Marking of pupils' work is inconsistent. All work is marked, but in some classes, there are few evaluative comments. The best marking includes helpful comments on how pupils can improve their work, in addition to praise and encouragement.
45. The quality of teaching for pupils with special educational needs is very good at both key stages. Pupils' needs are recognised early in their school life, and appropriate support is given. The special educational needs support teacher and the learning support assistants have very good expertise and a good understanding of the pupils' difficulties. They effectively assist pupils with special needs, and their support contributes substantially to the good progress made by pupils. Planning for individual pupils is very good and relationships with the pupils are very good. While a statemented pupil receives valuable assistance in class from her support assistant, most additional support is focused on very effective

withdrawal sessions with the special needs teacher to assist them in achieving the targets in their individual education plans. As well as good teaching of specific strategies to improve skills, emphasis is placed on increasing pupils' confidence and self-esteem. Older pupils are involved in setting and reviewing their own targets. During lessons, class teachers have a good understanding of the special needs of pupils and adapt their teaching methods to meet their pupils' needs. In the majority of lessons, teachers plan specifically for pupils with special needs, providing appropriately matched work and supporting pupils with additional one-to-one assistance. Class teachers plan in accordance with the targets identified in pupils' individual education plans and statements. The special needs support teacher, class teachers, and the learning support assistants work together effectively to ensure that pupils take a full and active part in the curriculum.

53. **The curriculum and assessment**

Curriculum

54. Pupils are provided with a broad and balanced curriculum, which includes all the subjects of the National Curriculum and religious education. Teachers have made sensible adjustments to allow for the increased focus on literacy and numeracy. Statutory requirements are met in all subjects except information technology and physical education. In information technology, there is insufficient coverage of monitoring and control technology, especially at Key Stage 2, and most pupils have a limited awareness of the use of information technology and control in the wider world such as in libraries, supermarkets, banking, industry and in home appliances. In physical education, the school is unable to implement the gymnastics curriculum because of a lack of suitable facilities.
46. The curriculum for the under-fives is carefully planned, and takes account of all the six areas of learning. Good emphasis is given to personal and social development. The programmes for language and literacy and mathematics prepare children well for the National Curriculum. At both key stages, there are schemes of work in all subjects, which provide sound guidance for teachers and generally ensure a logical progression in the teaching of skills and knowledge. There have been considerable improvements since the previous inspection, but in most subjects, the schemes of work need updating to take account of new developments including the National Literacy and Numeracy Strategies, the availability of national guidance for subjects such as science and design and technology, and changes in the National Curriculum. Teachers' medium-term planning is good, and is based on a two-year rolling programme to ensure coverage and development of the curriculum in the mixed-age classes. The school's strategies for literacy and numeracy have been implemented successfully throughout the school. There are examples of good cross-curricular links, for example, in science and literacy where pupils describe and explain how objects held in the air will fall to earth. Short-term planning is sound, with learning objectives that provide a good focus for teaching in most lessons.
47. The curriculum reflects the school's aim to provide stimulating opportunities for children to learn with enthusiasm and enjoyment. It implements the school's commitment to provide equal access to the whole curriculum for all pupils. The school makes good provision for pupils' personal and social education, including sex education and drugs education. It underpins pupils' moral, social and cultural development. All staff actively encourage pupils' personal development. The school makes very good provision for pupils with special educational needs and meets the requirements of the Code of Practice. High quality individual educational plans support effective teaching and ensure that pupils with special needs make good progress. Staff are sensitive to the variety of pupils' needs. The school arranges withdrawal groups where pupils receive intensive individual and small group support matched to their particular needs.
48. The school provides a satisfactory range of extra-curricular activities for a school of this size. Pupils choose from a range of activities including music and chess clubs. Pupils rehearse for concerts and carol services, and perform regularly in school pantomimes. Members of staff involve pupils in competitive games such as football and netball. The infant and junior choirs take part in the annual Dartford music festival and in the Swanley primary music festival. Such performances encourage a sense of

responsibility and develop pupils' self-esteem. Several pupils learn to play the guitar with a visiting teacher. Visits to places of historical, geographical and scientific interest extend pupils' knowledge and make a positive contribution to the curriculum. In addition to this, a visiting instrumentalist introduces pupils to a variety of instruments, actors recreate historical characters through drama and music, and regular workshops and performances are presented by a local theatre group. A residential visit for pupils in Years 5 and 6 enhances the geography, history, science and physical education curriculum, and encourages pupils' social and personal development.

49. The previous inspection highlighted the need for consistent whole-school procedures for assessment and recording. Since then, the school has worked hard to improve its procedures and its use of assessment. A useful baseline assessment of pupils' knowledge and understanding now takes place on entry to the Reception class, and this information is used effectively to assist in tracking pupils' progress. The school has introduced sound arrangements for assessment in English, which are recorded in pupils' personal portfolios. Pupils' attainment and progress are monitored by a range of assessment tasks from entry into the school to Year 6. Reading and spelling are assessed annually by the use of standardized tests. Formal assessment of pupils' writing skills occurs once a term, and this information is used to plan future lessons. Pupils in Years 3, 4 and 5 also take the optional National Curriculum tests so that their attainment and progress can be checked effectively. The assessment procedures in English form a model of good practice which could be extended to other subject areas.
50. In mathematics, the adoption of the optional National Curriculum tests in Years 3, 4 and 5 is a very useful tool for checking pupils' progress. Although teachers make assessments at other times of the year, there is inconsistent practice across the year groups, and assessment and recording procedures in mathematics are currently under review. Opportunities for assessment are not always highlighted in teachers' planning for other subjects. In science, information technology and religious education, there is little regular formal assessment and recording of pupils' knowledge, understanding and skills. This affects pupils' progress in these subjects, as tasks do not always build appropriately on the prior knowledge and understanding of pupils of different ability, especially those for more able pupils. Satisfactory assessment of pupils' knowledge and understanding takes place on an ongoing basis in the non-core subjects.
51. The recent introduction of a new summative record sheet should be a useful tool to track pupils' progress in the future as it records baseline assessments of pupils' skills in the Reception class and assessments for English and mathematics in Years 2 to 6. However, there is currently a lack of formal assessment of pupils' progress in mathematics in Year 1. A strength of the school's assessment procedures is the writing of individual targets by pupils themselves on a termly basis. Teachers, however, rarely write targets for pupils to improve their standards. Analysis of the National Curriculum test results is being used effectively to identify weaknesses in pupils' knowledge and skills at both key stages. Marking in pupils' books is inconsistent as there is no whole-school marking policy. All written work is marked, and there is often praise and encouragement; but teachers' comments do not always inform pupils what they have done well or give sufficient advice on how pupils can improve their standard.
52. Assessment of pupils with special educational needs is very good. Comprehensive records of pupils' progress are kept by the special needs co-ordinator. Pupils' individual education plans are detailed and focused, and targets are relevant and achievable. Reviews of pupils' individual plans are undertaken regularly on a termly basis, or more frequently if considered necessary. Parents are informed and involved in the review process, and indicate their agreement by signing their child's education plan.

61. Pupils' spiritual, moral, social and cultural development

53. Provision for pupils' spiritual, moral, social and cultural development is very good overall, and continues the high standard at the previous inspection. The school encourages children to become competent, caring and independent members of our modern society. The school's aims are achieved through its very positive ethos, which promotes clear and consistent values and a strong family atmosphere. All teachers and support staff set very good examples for pupils to follow. They manage pupils with kindness and consistency, and are very conscious of maintaining pupil's self-esteem.
54. Very good provision is made for pupils' spiritual development. The school endeavours to create a Christian ethos within all its activities. Daily acts of collective worship form a strong foundation for the promotion of pupils' spiritual awareness. These always include prayer, a hymn or a carol, and a time to reflect on spiritual values. This was illustrated when a teacher explained that the words "what I can I

give him, give my heart” mean that gifts do not have to be expensive as pupils can give their love and affection at Christmas. Lessons in a variety of subjects also contribute to pupils' spiritual development. A good example was seen in a design and technology lesson where there was genuine awe and wonder at how a pneumatic system can cause movement in a model. Contributions to pupils' spiritual awareness are made in religious education and in art lessons, and there are opportunities to reflect on the wonder of creation in science lessons. The provision for spiritual development has been improved since the last inspection.

55. Provision for pupils' moral development is very good. Pupils are happy in the structured and caring environment, and are encouraged to behave appropriately within an extended family relationship. Pupils respond well by accepting this caring ethos, and apply it to their relationships with each other. They respect the school's aim to create a community of truth, and behave very honestly. One pupil, for instance, found a ten pence coin on the floor and handed it straight to the teacher. Discussions about specific moral issues include helping less fortunate children by supporting the Barnado's charity. During collective worship, pupils are encouraged to care for each other. At Christmas, pupils are asked to bring a wrapped present for a less fortunate child. These gifts are then distributed by the Salvation Army. The school's mission statement includes "love of mankind" and "love of one another". This is reinforced in many ways throughout the school. Pupils have a high regard for the reward system of stickers and certificates that the school has established to recognise achievement and helpful behaviour.
56. Provision for pupils' social development is very good. Pupils are consistently encouraged to relate positively to each other in lessons and during collaborative activities. This was illustrated when they worked closely together to produce a nativity play, valuing their classmates and assisting them to perform at the correct moment. Pupils are encouraged to be polite, thoughtful and courteous. They are given responsibilities which contribute to the smooth running of the school, such as returning registers to the school office, setting up the hall for assemblies and controlling the CD player. The value of good citizenship is very well developed through discussions of current issues, and through contributing money for various charities. At harvest festival, pupils bring gifts of food, and distribute these to the elderly. Pupils learn social skills when they take part in extra-curricular activities and sports, at the school's Country Fair, at the fun day organised by the Friends of St. Paul's, and on a variety of visits including museums, a zoo and an activity centre. Pupils in Years 5 and 6 learn a range of social, academic and physical skills on a residential school visit.
57. Provision for pupils' cultural development is good. There are ample opportunities for pupils to appreciate and develop their own cultural traditions, for example, in literature, when they read, recite and perform plays. Pupils also enjoy regular performances by a visiting theatre group. There is good provision for taking part in the Dartford music festival and the Swanley primary music festival. Opportunities for pupils to appreciate the diversity and richness of other cultures is written into the curriculum for art, religious education, music and history. Pupils appreciate a visiting musician who plays a variety of instruments from different cultures. The school makes pupils aware of our multi-cultural society by studying the Sikh religion in religious education, for example, but the lack of artefacts for teaching about other religions restricts pupils' appreciation of different cultures.

66.

66. Support, guidance and pupils' welfare

58. Provision for the support and guidance of pupils is satisfactory overall, with some good and some very good features. The previous inspection report described the school as a caring community which was effective in promoting the welfare, health and safety of its pupils. This is still the case. The school provides a secure and calm environment that has a warm and friendly atmosphere, and pupils are happy to attend. They turn readily, and with confidence, to their teachers and support assistants for help and guidance when needed. Lunchtime supervisors oversee pupils in the dining hall and the playground, but they have not, as yet, had appropriate training. Pupils with special educational needs receive very good support with their literacy, and also receive support for mathematics and behavioural difficulties where appropriate.

59. Procedures for monitoring progress and personal development are satisfactory. Suitable assessments are made of attainment and progress in English and mathematics, but regular formal assessment is limited in other subjects. The school has recently introduced target setting by pupils in numeracy and literacy. Clear records are kept of pupils' progress in reading at home and in school. All pupils keep a record of their personal achievements. Good emphasis is given to monitoring and supporting pupils' personal development. Class teachers know their pupils well, and plan "circle time" into the curriculum to help raise the self-esteem and confidence of pupils.
60. Procedures for promoting discipline and good behaviour are very good. Most pupils understand the high standard of behaviour which is expected at all times. As a result, teachers do not have to spend an undue amount of time maintaining discipline. Pupils take pride in receiving stickers for good work or good behaviour, and appreciate the opportunity to receive a certificate or medal at the celebration assembly. Class rules are displayed clearly in classrooms. These are well understood by pupils who also acknowledge that teachers deal appropriately with any occasional misbehaviour. Pupils and parents report that any concerns regarding bullying are treated seriously by the staff and are acted upon immediately.
61. There are good procedures in place for monitoring attendance. The school's administrative officer checks the registers daily, and telephones parents if there is any concern. There is very little unauthorised absence, but when it occurs, procedures are in place and letters are sent to parents.
62. The school's procedures for ensuring the wellbeing, health and safety of pupils are satisfactory. The headteacher is the designated person for child protection and is fully trained. The school liaises with social services and relevant agencies when necessary. There are policies to support pupils' health and safety, and care is taken to ensure the medical wellbeing of all pupils. However, there is often no qualified first-aider present in school during the afternoon sessions. As mentioned in the previous inspection report, there are regular health and safety checks of the site, but there is still no formal system of recording observations. There are a number of potential safety hazards in the school. The floor surface in the hall is inappropriate for use as a dining hall. The boys' urinals are unsuitable for children under five. There are no toilet facilities for pupils in the mobile building, and the public roadway, running between the school buildings, presents a safety hazard for pupils coming from the mobile building to reach the toilet facilities in the main school building.

71. **Partnership with parents and the community**

63. Partnerships between the school and parents are good. The school recognises that home/school liaison is most important, and efforts have been made to maintain the good links found during the previous inspection. Parents hold the school in high regard. They report that relationships between the school and parents are good, and they value the provision made for them by the school.
64. The quality of information provided for parents is good and has improved since the last inspection. There are close links with the local pre-school playgroups, and this ensures a smooth transfer to the school. The school has recently published a new prospectus that is comprehensive and clear for all to understand. The annual governors' report to parents is also informative, though lacking in some statutory requirements. Parents are most appreciative of the regular letters they receive that keep them in touch with information on school activities and events. At the beginning of each school year, all parents are invited to a meeting to hear about what their children will be learning in lessons and how they can help at home. Many parents listen to their children read at home, and provide support and encouragement with homework. The school has also held curriculum meetings for parents to raise awareness of the National Literacy and Numeracy Strategies. Parents are invited to discuss their children's progress with class teachers at formal consultation evenings in the autumn and spring terms. There is an opportunity for parents to see a display of pupils' work in the summer term. Parents receive annual reports on their children's progress. The reports are consistent in advising parents what their children can do. The best reports explain to parents how their children can improve their work, and set targets for improvement.

65. Parents' involvement in school activities is very good and they are made to feel most welcome. Parents are asked to enter into a home/school agreement. The school appreciates parents who give their time willingly to assist with reading, cooking, swimming and information technology. There is a successful home/school reading record on which all parents are actively encouraged to make comments. Parents of pupils with special educational needs are fully involved in planning the support that their children need. They are invited to termly reviews, are kept fully informed and sign individual education plans to express their agreement. Many parents support the celebration assemblies, and join pupils in the church for specific festivals. There is an active and enthusiastic Friends association who are responsible for fund-raising activities such as the summer fun day that is enjoyed by pupils, parents and the whole village. Money raised has provided many learning resources within the school and, more recently, the keyboard in the school hall.
66. The curriculum is enriched by the school's good links with the community. The school has a very good relationship with St Paul's Church and welcomes the vicar into school regularly to take assemblies. At harvest time, pupils from Year 6 distribute gifts to the elderly in the village. Pupils benefit from the school's links with the local police, and have taken part in the 'Safety in Action' project. The local environment is used well to support pupils' learning. History and geography lessons are augmented by local research. The school is grateful for the financial assistance of a local supermarket to enable the highest parts of the school building to be cleaned.
67. The school's good relationships with parents and the community's strong support for the school, together with visits made by pupils and visitors to the school, all combine to enrich pupils' experiences and to enhance their knowledge.

76. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

76. Leadership and management

68. The headteacher provides good leadership of the school. He has clear aims, and appropriate plans for the future are well documented. The school is moving forward with stronger direction and clearer purpose than reported at the previous inspection. The headteacher works closely with the deputy head and curriculum co-ordinators. During his nine years as headteacher, he has established very good relationships with staff and parents, and has gained the respect of his pupils. He has nurtured good relationships with the community, and has fostered many opportunities for pupils' personal development. He is committed to raising standards in the school and has established a very good ethos to support the effective learning of all pupils.
69. The headteacher monitors teaching and pupils' work effectively. He monitors teachers' termly plans, and also monitors the standard of pupils' written work. His evaluation of the National Literacy and Numeracy Strategies has included observation of literacy and numeracy lessons in all classes. National Curriculum assessments at the end of each key stage, and the results of the optional tests in Years 3, 4 and 5, are analysed by the headteacher and the governing body. Action is then taken to address weaker areas, for example, to improve the standard of spelling and writing. Responsibility for subject areas is delegated to subject co-ordinators who manage spending on resources, but who do not yet monitor teaching, planning or pupils' work sufficiently. Subject co-ordinators are to be given some non-teaching time next term in order to monitor and support teaching and learning more effectively within their subject areas. All staff have job descriptions which specify the roles of subject co-ordinators, but do not clearly identify their monitoring roles. The special educational needs co-ordinator provides very good leadership in the identification of pupils with special educational needs and in the compilation of appropriate individual targets. She provides very good leadership and support to colleagues. She monitors the provision for pupils with special needs effectively, and ensures their progress is reviewed regularly.
70. The governors provide good support for the headteacher, and are fully involved in the management of

the school. They hold regular formal meetings, and there is an appropriate structure of committees who discuss issues fully and report directly to the governing body. Governors are kept well informed by presentations from the headteacher and other staff. The chair of governors visits the school frequently, and the literacy governor assists regularly in the classroom. Other governors visit the school at regular intervals to help in monitoring curriculum provision and to see the school in action. Governors attend training courses and local authority meetings for governors, and several governors attended a recent in-service training session with the teaching staff. Governors play an important role in discussing management issues, and help to determine priorities in the school development plan. The governing body has a clear view of the long-term development of the school, and their vision is effectively documented in the school development plan.

71. Statutory requirements are met in nearly all areas. The new school prospectus contains all the necessary information, but the governors' annual report omits a number of items required by law. There is no list of governors and whom they represent, and no information on the next election of parent governors. The school's targets for Key Stage 2 assessments, and details of the National Curriculum assessment results are omitted, and rates of authorised and unauthorised absence are not expressed in the correct format. There is no information on school security, no record of staff professional development, and no details of arrangements for the admission of disabled pupils or facilities for them.
72. The aims of the school are focused on providing a high standard of education in a Christian context. The school provides stimulating opportunities for children to learn with enthusiasm and enjoyment, and promotes a love of mankind, love of life itself, and love of God. The encouragement of self-respect and respect for others is clearly reflected in the caring atmosphere of the school, the very good relationships between pupils and staff, and the very good provision for promoting pupils' spiritual, moral and social development. The school has a sound commitment to equal opportunities for all pupils regardless of race, gender, religion or other personal circumstances. It has a very good ethos and a clear commitment to raising standards of attainment.
73. Since the last inspection, the school has made satisfactory progress overall in addressing the key issues highlighted in the previous report. The school has made good progress in improving pupils' handwriting, and in improving standards in design and technology. It has made good progress in some areas of information technology. It has improved management procedures to give more direction and a stronger purpose to its work. It has developed appropriate schemes of work, and has improved the provision of learning resources in most areas of the curriculum. The school has tried hard to secure adequate facilities for physical education, although its efforts have not yet been successful. Subject co-ordinators have been given more responsibility to improve standards, but have not yet developed their monitoring roles sufficiently. The school has not yet adopted suitable assessment procedures to record and monitor the attainment of individual pupils in science, information technology and religious education. The school has identified appropriate areas for development, and is in a good position to make further improvements.

82. Staffing, accommodation and learning resources

74. Overall, staffing, accommodation and learning resources are unsatisfactory. Weaknesses include the unsatisfactory level of support for teaching staff, accommodation which is poor in some areas, and unsatisfactory resources in certain subjects and for the under-fives.
75. There is a satisfactory number of appropriately qualified and experienced teachers in the school to meet the demands of the curriculum. Staff are very committed and hard working. Job descriptions are now in place for all teachers, including subject co-ordinators. This was mentioned as a weakness at the previous inspection. Subject co-ordinator responsibilities are divided appropriately among the small number of teaching staff, although the headteacher is currently overburdened. There are insufficient support staff, however, to provide additional assistance for pupils at the lower end of the school, or to enable sufficient small group teaching and support for the youngest children. Without the valuable voluntary support provided by parents, friends of the school, and governors, the school would find it very difficult to meet the needs of the curriculum. The special needs teacher and support staff are used effectively and

efficiently, and are supported well by parents and other adults. Administration, lunchtime supervision and caretaking roles are adequately staffed to meet the operational needs of the school.

76. Arrangements for the professional development of staff are satisfactory overall. Formal mentoring arrangements are in place for the induction of new staff, and the newly qualified teacher is supported positively by other colleagues in the school. Appraisal procedures are in place, and the appraisal cycle is fully implemented. Professional development is linked to the school development plan and to appraisal, and this contributes positively to identifying staff development needs. Teachers' own professional development needs are prioritised after whole-school needs have been determined. Midday supervisors, however, have received no appropriate training in behaviour management.
77. The adequacy of accommodation for the effective delivery of the curriculum is poor in certain areas, and some issues raised during the previous inspection have yet to be resolved satisfactorily. All teachers work extremely hard to provide a high quality education for their pupils, often under difficult conditions, and they deserve much credit for coping in these circumstances. Teachers are imaginative and make good use of cramped classroom areas and wall space to provide stimulating displays incorporating examples of pupils' work, and this considerably enhances the school environment.
78. Facilities for the under-fives and the Reception class are poor. Effective delivery of the curriculum for the under-fives is restricted by the lack of space for structured play and social development, and by the lack of facilities and resources for directed role-play activities. The classroom is cramped and is not conducive to supporting an early years curriculum. The school toilet facilities are unsuitable for younger children as they are designed for older pupils. Although the school works hard to provide pupils with opportunities for using small outdoor play equipment, there are no suitable outdoor play facilities to improve balancing and climbing skills, and no suitable large equipment to promote physical development and social skills.
79. Throughout the school, pupils do not receive their full physical education entitlement as there are no suitable facilities for gymnastics. The small school hall is used for many purposes including assemblies, lunches and dance activities. The hall is unsuitable for use as a dining room as the carpet is frequently soiled by food at lunchtime. This is difficult to remove and extremely unhygienic, especially as pupils use the room for dance activities and also sit on the floor for assemblies. When used for dance, the tables, benches and other items stored around the edge of the hall leave insufficient space for pupils to carry out energetic activities safely, and this poses a health and safety hazard.
80. There is no sink or water in the classroom adjacent to the hall, and this restricts activities in art and design and technology lessons. Library facilities are inadequate for pupils to undertake independent research satisfactorily, and some books are on shelving that is too high for younger pupils to reach. There is no staffroom, and teachers are forced to use the cramped school office which is housed in a separate building from the main school. Older pupils have no toilet facilities adjacent to their mobile classroom, and have to cross a public highway to reach the toilets in the main school building. This poses a health and safety hazard and is unsatisfactory. The mobile classroom used by the older pupils is very cramped and inhibits independent and investigational activities in mathematics, science, design and technology and art. An additional mobile classroom provided to resolve some of the accommodation problems is unable to be used for safety reasons.
81. Outside, the hard play areas are marked for small games activities, including a chess board. The outside environment is spacious and includes a large grassed area which is used effectively for games activities and orienteering. However, there is a public road to the church which passes through the school grounds, and this provides a potential safety hazard.
82. Learning resources are satisfactory overall, although they are unsatisfactory for the under-fives, in information technology, in religious education and in physical education. There are very limited resources for structured play and role-play for the under-fives. In information technology, the school recognises that many of the computers need to be upgraded or replaced. There are few artefacts to assist learning about different faiths in religious education. In physical education, there are no facilities or resources for gymnastics, although there is a sound range of small apparatus such as skipping ropes and bats and balls which are used effectively by pupils during breaktimes. The overall level of resources, however, has improved since the previous report. There are good resources to support pupils with special educational needs.

83. Teachers try hard to provide good access to resources, despite the limited size of their classrooms. Because of the cramped nature of the library, access to library books is sometimes restricted by the activities of other pupils in the library area. The quality and range of library books have improved since the previous inspection, and there is now a good range of non-fiction books. However, the library lacks a suitable classification system, and some of the books on higher shelves are inaccessible for younger pupils. Withdrawal groups for pupils with special needs operate in the cramped library area and this accommodation is barely satisfactory.

92. **The efficiency of the school**

84. The school manages its limited resources well. Financial planning is good. The school development plan continues to be an effective document that identifies priorities clearly, sets out time-scales and responsibilities for action, and identifies budget implications. The plan has been improved since the previous inspection by including success criteria and monitoring procedures, and financial planning now looks beyond the current year. Expenditure on different subject areas is linked to priorities in the school development plan. Appropriate provision is made for evaluating the success of new ventures. The balance brought forward from the previous financial year was very low, but the projected carry-over to the next financial year is close to the amount recommended by the Department for Education and Employment. While expenditure is in line with national figures in most areas, the proportion of the budget spent on support staff is well below the national average. This has an adverse effect on pupils' learning, especially for younger pupils and those requiring more assistance during lessons. Spending on learning resources is also very low. While the provision of resources is supplemented considerably by large donations from the Friends of St Paul's, total spending on resources is still below the national average. The budget is discussed by the headteacher and the deputy headteacher, and governors are fully involved in helping to draw up financial plans. Members of the finance committee and the full governing body discuss the school's financial affairs regularly. The governors have appropriate long-term strategic plans for the school.
85. Funds allocated to support pupils with special educational needs are used effectively to provide individual and small group support. The school employs a part-time special needs teacher who assists in class and withdraws pupils with special needs for individual support. Grants for staff development are used appropriately for staff training. Funding of the National Literacy and Numeracy Strategies has been satisfactory. Funding for most other subjects is generally sound, though resources for the under-fives and in some areas of information technology, religious education and physical education are inadequate. Insufficient spending on resources is restricting pupils' learning in these areas. The school has insufficient resources for gymnastics, but it is restricting developments in this area of the curriculum until it is able to develop the school hall for gymnastics. Appropriate use is made of money raised by the Friends of St Paul's.
86. Financial controls and monitoring of the school's accounts are sound. Regular monthly monitoring of the budget is carried out by the headteacher, and governors also monitor the budget on a regular basis. There are appropriate limits on spending that has not been authorised directly by the governing body. The last financial audit of the school was in 1995. Minor recommendations were implemented before the previous inspection.
87. Day-to-day administration is good. The school secretary is very efficient, and is receiving additional training to operate the new computer system. She is employed for a similar number of hours compared with most secretaries in schools of this size.
88. Teaching and support staff are well deployed. Pupils with special needs benefit greatly from specialist teaching at both key stages. Class teachers also give effective individual help to pupils with special needs. Effective use is made of parent helpers and other volunteers, including governors. Good use is made of the restricted accommodation and outdoor facilities. Learning resources are used well.

89. The school continues to provide very sound value for money. Teaching is good throughout the school, and provision for pupils' spiritual, moral and social development is very good. Children under five make good progress, and pupils make sound progress at both key stages. Attainment is in line with national expectations at the end of both key stages. Pupils' attitudes to learning are good, and their behaviour, relationships and personal development are very good. As expenditure per pupil is relatively high compared with national figures (though not untypical in comparison with small village schools), the school provides very sound value for money.

98. PART B: CURRICULUM AREAS AND SUBJECTS

98. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

90. Provision for the education of children under five is good although accommodation is unsatisfactory. There are two intakes into the Reception class each year. Children born between September and February join the school in the September of the academic year in which they become five, while children born in the second half of the year enter the class in January. Each group attends for mornings only during the first half term. At the time of the inspection, there were eight pupils in the Reception class, with two children aged under five. The school expects another seven children to join the class in January.
91. Most children enter the school with levels of attainment that are close to national expectations in language and literacy, numeracy, personal and social development, knowledge and understanding of the world, and in physical and creative development. Most children make good progress, and a few make very good progress, in acquiring new skills in all areas of learning. Most children meet all the nationally agreed Desirable Learning Outcomes by the time they are five years old, and these are exceeded in personal and social development, literacy, mathematics, and knowledge and understanding of the world. Children with special educational needs make good progress as they are identified early and are supported well by the class teacher.
92. In personal and social development, children's progress is good and the standards they reach are above those expected of children of this age. Most children are enthusiastic and enjoy activities. They begin to work together, share, and show sensitivity to the needs of others. As they become familiar with school routines, they begin to play together co-operatively and to share equipment and toys. They learn to play amicably in small groups and begin to recognise behaviour that is not acceptable and is unfair to the majority, for example, when one child demands attention and spoils the activity for others. Role-play in the 'shop' helps pupils to develop co-operation by taking turns, swapping roles, and learning to communicate with each other. Children discuss their classroom rules and draw pictures to illustrate them. They learn patience and fairness from the teachers' excellent example. They show increasing independence when managing personal hygiene, when dressing, and when staying for school lunches. The class teacher works extremely hard to encourage children's personal and social development. Opportunities for role-play and structured play are limited, however, due to the lack of space in the classroom, and to the lack of any support staff to supervise small groups of children.
93. In language and literacy, children make good progress and achieve standards beyond those expected by the age of five. Most children show good concentration and follow instructions well. They listen carefully and are eager to share their experiences. Most talk clearly to a small group, for example, when listing rhyming words, and speak in a way that can be clearly understood and holds the attention of others. A few children express their feelings clearly, and a few think carefully before they speak so that they are understood, for example, when explaining about the properties of two-dimensional shapes. Opportunities to develop speaking and listening skills through role-play activities are limited due to the lack of space. The class teacher is well aware of these limitations, however, and works extremely hard to ensure that the children have some suitable opportunities presented to them. Most children, including those with learning difficulties, enjoy books, and most know that print has meaning. Higher-attaining children sound out simple three-letter words effectively, recognise words from simple texts, and have a sense of the story and the sequence of events. Most children write their own names, begin to form letters correctly, and copy letters and words with reasonable accuracy. The class teacher is skilled in developing children's literacy through games and pre-writing activities, and appropriate emphasis is placed on developing their language and literacy skills.
94. In mathematics, children make good progress, and standards of attainment exceed those expected at this age. Children begin to develop an awareness of number and appropriate mathematical language through a variety of activities. Most count accurately to ten, and a few count beyond this. They order objects by size reasonably well, sequence objects in terms of size, and use language such as 'bigger' and 'smaller' correctly when playing. They identify simple shapes such as squares, rectangles, and circles when using a 'feely bag', and look for examples in the classroom, and inside and outside the school. Teaching is planned and structured well, so that children acquire number skills through opportunities in games and

small group activities. Due to the lack of space, the classroom provides only very limited opportunities for structured play activities to promote number skills.

95. Children make good progress, and quickly begin to build a good knowledge and understanding of the world. Most know about shopping trips, and understand where different articles are bought. A few talk enthusiastically about their families, family cars and their bedrooms. They describe how they come to school, and where they go on holiday in the summer. They begin to develop a good sense of time, understanding the past, present and future. Most children know a range of different colours, and make a good start in developing computer skills by using the keyboard effectively to select information. Teaching is carefully structured to allow children every opportunity to use the computer and tape recorders to improve their independent learning skills, and to develop co-operative play in small groups.
96. In physical development, children make satisfactory progress overall, and achieve standards that are similar to most children of this age. The class teacher works hard to ensure that the hall is used regularly for dance activities. The lack of an appropriately equipped outdoor play area and of large climbing and balancing equipment, however, hampers the progress made in independent physical development, balancing, climbing, spatial awareness and social skills. The school is aware of this weakness and has tried hard to address this issue since the last inspection, but the problem has not yet been resolved. In the classroom, the teacher provides a wide and interesting range of materials so that children develop their manipulative skills by handling a range of implements such as paintbrushes, crayons and scissors. Space is very cramped, however, and this hampers the progress some pupils make.
97. In creative development, children make sound progress and attainment is as expected by the age of five. Many children choose and mix colours independently when painting, make chocolate chip cookies, and stick different materials together with confidence. They learn to overcome minor difficulties, and begin to work independently and to finish their tasks. Children's drawings often show detailed facial features including eyelashes and freckles. They play imaginatively when given the opportunity in the 'shop'. Children know a good variety of songs and rhymes, often remembering the words well. They sing clearly and tunefully in assemblies and in class music lessons. The teacher supports the children well. She asks searching questions to keep them interested, and encourages them to evaluate and improve their artwork.
98. The majority of children show good levels of independence and confidence when approaching their work. They take pleasure in learning, and most show good concentration and perseverance. They make very good relationships with adults, trust their teacher, and show good tolerance in their relationships with other children. Their behaviour is very good, and they try hard to conform even when they are tired at the end of the day.
99. The quality of teaching is good in all areas of learning, and is sometimes very good. The class teacher works very hard to overcome the lack of support staff, the very restricted space and the limitations this enforces on the curriculum. Parents and other volunteers, for example, help inside and outside the classroom to allow cooking opportunities and other small group activities. The teacher has a good knowledge of the needs of children under five, including those with special educational needs. Work is presented for children at suitable levels, including appropriate tasks for children with special needs. Planning is very good. The teacher plans very effectively to implement the whole curriculum except where there are no facilities for outdoor play. The teacher's very good expertise is evident in her management of the children. She is consistent, firm, extremely patient and very positive.
100. The class teacher makes very good use of the restricted and cramped accommodation. Opportunities for structured play and practical activities are very limited, however, by the lack of support staff, the inadequate accommodation and limited resources. Children's knowledge and understanding are developed well through good questioning, and the provision of relevant practical activities helps to promote the development of literacy and numeracy skills. Parents and governors contribute significantly in facilitating small group work and in providing individual help with reading and writing.
101. The accommodation for the under-fives and Reception class is unsatisfactory. The classroom is long and narrow and extremely cramped. There is insufficient space for activity areas to allow children to have structured play and independent learning experiences. The school toilet facilities are unsuitable for these

young children.

102. An initial assessment test, which includes parental involvement, and other informal assessments, is used well to make lesson planning very effective. All children have reading books to take home, and this helps to involve parents with their children's learning. A useful home/school reading record provides effective opportunities for teacher and parent communication.

111.

ENGLISH,

MATHEMATICS AND SCIENCE

111. **English**

103. Standards of attainment are broadly in line with national expectations at the end of both key stages. Standards often fluctuate markedly from year to year because of the small numbers of pupils in each year group, and because of different numbers of pupils with special educational needs. There are no significant variations between boys' and girls' attainment.
104. At Key Stage 1, inspection evidence confirms that attainment in reading in the current Year 2 is close to the national average. This is similar to the results achieved by last year's pupils in the 1999 National Curriculum tests. Both year groups have 13 pupils, 23 per cent of whom have special educational needs. The percentage of pupils reaching the expected standard was close to the national average in the 1999 test, but the percentage achieving higher levels was below the national average. Overall, the pupils' average points score in the National Curriculum reading test was close to the national average. The previous year's results were well above the national average, as there was a smaller proportion of pupils with special needs in 1998. Attainment in writing in Year 2 is close to the national average. This is better than the results achieved by last year's group. The percentage of pupils reaching the expected standard was well below the national average in the 1999 test, and no pupils reached higher levels. The average points score in the writing test was very low compared with the national average. Because of the small size of the year group in 1999, however, this difference from the national average represents only two pupils and is not statistically significant. In 1998 standards were above the national average as there was a smaller percentage of pupils with special needs.
105. At Key Stage 2, inspection evidence shows that attainment in English in Year 6 is currently close to the national average. The results of the optional tests taken at the end of Year 5 suggest that pupils are in line to achieve standards well above the national average by the end of Year 6. This is better than the results achieved by last year's group in the 1999 National Curriculum tests. This is because nine pupils sat the National Curriculum tests last year, 33 per cent of whom had special educational needs, but this year's class of 15 has only 26 per cent of pupils with special needs. The percentage of pupils reaching the expected standard was above the national average in 1999, but the percentage achieving higher levels was below the national average. Overall, the pupils' average points score was close to the national average. Results in the 1998 tests were well below the national average, as half the pupils had special needs. Over the three years 1996 to 1998, pupils' performance in English was close to the national average.
106. Pupils make good progress at both key stages in developing listening and speaking skills. By the end of Key Stage 1, most pupils have good listening skills. During the Literacy Hour, they listen attentively and show respect for the views of others. Pupils speak clearly, with a good range of vocabulary. Pupils in the reception class, for example, listened carefully to a story about dinosaurs, and answered questions confidently, while pupils in Years 1 and 2 were very keen to share examples of alliteration from the shared text. By the end of Key Stage 2, pupils make good progress in speaking and listening. Pupils extend their learning through role-play and drama. Pupils in Years 5 and 6, for example, took on different roles when reading the play 'Computerella', and spoke their parts clearly and confidently. Pupils listen with good concentration, and discuss at length with an increasingly wide vocabulary. Pupils in Years 3 and 4, for example, listened carefully to the story of 'The Bear Nobody Wanted', and described vividly the characters in the illustrations.
107. Pupils make good progress in acquiring reading skills at Key Stage 1. Pupils in the Reception class enjoy

reading and sharing books with adults. They handle books carefully and understand that the print conveys meaning. They begin to learn the sound of individual letters and groups of letters, and how to build these into words. Pupils in Years 1 and 2 begin to read with some expression, paying attention to punctuation. By the end of Key Stage 1, most pupils have made good progress and are beginning to read simple texts confidently. Pupils make good progress in reading at Key Stage 2. Pupils in Years 3 and 4 begin to read a wider range of texts on their own. They discuss the plot and their favourite characters, and use the sounds of individual letters and groups of letters to read unknown words. By the end of the key stage, most pupils read fluently and accurately. Overall, their attainment is above the national average. Year 6 pupils, for instance, read confidently with good expression, and grasp subtleties in the meaning of the text. Older pupils often write interesting reviews of the books they have read. They read both fiction and non-fiction, and can use the contents and index of a book efficiently to find information. Many older pupils borrow books from their local library, but little use is made of the school library. Although there is no clear classification system and no labelling on the shelves, most pupils know where to find information books in the school library. Pupils are given little opportunity, however, to use the library for quiet reading or for individual research.

108. Improving the standard of writing was a key issue highlighted in the previous inspection report. Pupils now make satisfactory progress at both key stages in developing their writing skills. By the end of Key Stage 1, most pupils have sound writing skills. They write in complete sentences, but use of capital letters and full stops is inconsistent. They spell simple words correctly, but more difficult words are often spelt incorrectly by many pupils in Year 2. Pupils are encouraged to develop a wide vocabulary. They begin to use different styles of writing for a range of audiences and purposes. Pupils in Years 1 and 2, for example, write brief descriptions, short stories, lists of instructions, letters, and poems. Pupils are beginning to use computers to draft and improve their work before printing out a final version. Handwriting is usually correctly formed, but letters are not always of equal size. Pupils do not learn joined-up writing at this stage.
109. By the end of Key Stage 2, pupils have made sound progress, and the standard of pupils' written work is in line with national expectations. Handwriting is neat and legible, and most pupils use joined-up writing regularly. They plan their work carefully before starting to write, and sometimes use the computer to improve their draft and to produce a final version. Pupils extend their vocabulary of descriptive words by using dictionaries and thesauruses, and occasionally write longer descriptions and interesting stories. Pupils in Year 3 and 4, for example, write detailed descriptions of their houses and gardens, write poems about colours, and write imaginative stories about a shipwreck. Pupils in Years 5 and 6 write their own stories about different fruit characters, and write their own play based on the theme of Cinderella.
110. The introduction of the National Literacy Strategy is having a positive impact on pupils' literacy skills and on their understanding of language structure. Pupils gain a clear understanding of grammar and punctuation. Pupils in Years 3 and 4, for example, distinguished clearly between adjectives and adverbs, while pupils in Years 5 and 6 explained the difference between phrases and clauses. Pupils write for a range of audiences, but are given only limited opportunities to develop their skills in writing longer passages and in creative writing. Pupils use literacy skills across many subjects of the curriculum, for example, when writing the story of Guy Fawkes in history, or when writing about a nature walk on the Glebe in science.
111. Pupils with special educational needs make good progress in relation to the targets identified in their individual education plans. Pupils receive individual help with reading and spelling, and begin to discuss the text with better understanding and increased confidence.
112. Pupils' attitudes to learning are very good at Key Stage 1 and good at Key Stage 2. Pupils listen very carefully to their teachers and to other pupils, and are very keen to answer questions. They concentrate well when working alone, and co-operate sensibly when working in groups. Behaviour is very good, and there are very good relationships between pupils and with teachers.
113. The quality of teaching is good at both key stages, and is occasionally very good. The standard of

teaching has improved since the last inspection. Teachers' knowledge and understanding of the subject are good, and all teachers are confident in using the structure of the Literacy Hour. There is a strong emphasis on direct teaching, and this helps pupils to understand grammar and punctuation clearly. Teachers plan appropriate activities, using guidance from the National Literacy Strategy. Work is usually well matched to the individual needs of pupils. Lessons are well structured, and teachers make good use of the resources available. All teachers have very good relationships with their pupils and have suitably high expectations of their work and behaviour. Pupils are encouraged to keep their own record of books they have read, and useful comments are added by parents and by their teacher, as well as by the pupils. Teachers work efficiently in partnership with parents and other volunteers to ensure that pupils receive individual help with reading skills. Higher-attaining pupils in Years 5 and 6 receive valuable help regularly from one of the governors who is a retired headteacher. Regular homework plays an important role in promoting sound standards in reading and in spelling at both key stages, and in writing at Key Stage 2. Written work is marked conscientiously, but not all teachers give sufficient advice on how pupils can improve their standard. Day-to-day assessment is used well to plan individual pupils' learning activities, and there are regular spelling and reading tests. Formal assessment of pupils' writing skills occurs once per term, and this information is used to plan future lessons. Pupils in Years 3, 4 and 5 also take the optional National Curriculum tests so that their attainment and progress can be monitored effectively.

114. The curriculum meets all the requirements of the National Curriculum. There is a series of policy documents which give helpful guidance on reading, writing, handwriting, spelling, and listening and speaking skills, but these policies need updating to reflect the recent changes brought about by the National Literacy Strategy. Detailed termly plans, based on the Literacy Strategy, list the learning objectives for each term, and ensure that all pupils are taught appropriate skills in a logical sequence. There is no subject co-ordinator at the present time as the previous co-ordinator retired in the summer and has been replaced by a newly qualified teacher. As a temporary measure, the headteacher monitors teachers' planning and has observed literacy lessons in every class. All teachers have received training in the use of the National Literacy Strategy. Resources for the teaching of English are sound, and there is a suitable range of reading materials for all abilities in each year group. Good use is made of a commercial reading scheme and supplementary books, and a commercial handwriting scheme. The previous report recommended additional poetry books and more challenging storybooks for older pupils, and these have now been provided. Since the previous inspection, many books in the school library have been replaced. There is now a good selection of non-fiction books in the library, but there is no clear classification system, and no labelling on the shelves. Because of the restricted space, some shelves are too high for younger pupils to reach, and there is very little seating available for pupils to read or study. Good use is made of parent and governor helpers both to listen to pupils reading and to extend the literary horizons of older and more able pupils. Some pupils also receive valuable individual help to improve their spelling and writing from a learning support assistant through the Additional Literacy Support initiative. All pupils benefit from regular workshops and performances by a visiting theatre group.

123. **Mathematics**

115. Standards of attainment are broadly in line with national expectations at the end of both key stages. As in English, standards fluctuate from year to year because of the small numbers of pupils in each year group, and the different proportion of pupils with special educational needs. There are no significant variations between boys' and girls' attainment.
116. At Key Stage 1, inspection evidence indicates that attainment in mathematics in the current Year 2 is close to the national average. This is better than the results achieved by last year's pupils in the 1999 National Curriculum tests. This is due to good teaching and the successful introduction of the National Numeracy Strategy. The percentage of pupils reaching the expected standard was below the national average in the 1999 test, and no pupils achieved higher levels. Overall, the pupils' average points score in the National Curriculum test was well below the national average. Because of the small size of the year group in 1999, however, this difference from the national average represents only two pupils and is not statistically significant. The previous year's results were well above the national average, as there was a smaller proportion of pupils with special needs in 1998.

117. At Key Stage 2, inspection evidence indicates that attainment in mathematics in Year 6 is currently close to the national average. The results of the optional tests taken at the end of Year 5 suggest that pupils are on target to achieve standards well above the national average by the end of Year 6. This is much better than the results achieved by last year's group in the 1999 National Curriculum tests. This is because of good teaching, and because there is a smaller percentage of pupils with special needs. The percentage of pupils reaching the expected standard was well below the national average in 1999, while the percentage achieving higher levels was below the national average. Overall, the pupils' average points score was well below the national average. Because of the small size of the year group in 1999, however, this difference from the national average represents only three pupils and is not statistically significant. Results in the 1998 tests were well below the national average, as half the pupils had special needs. Over the three years 1996 to 1998, performance in mathematics was close to the national average.
118. Pupils currently in Year 2 are attaining standards in line with national expectations. They recognise odd and even numbers, count in twos to fifty and most know number bonds to twenty. They count forwards and backwards in tens using a number square, order numbers, and complete number sequences and patterns. They make good progress in addition and subtraction using numbers up to a hundred and using money. Higher-attaining pupils successfully calculate using hundreds, tens and units and are beginning to grasp the significance of place value. They undertake simple sharing activities and build two, three and five times tables using repeated addition. Most recognise halves and quarters in number and area. They collect information by tallying, and draw and interpret simple bar charts of favourite pets. They measure volume and length using standard and non-standard measures. Most have a good knowledge of common two-dimensional shapes and their properties. They know the days of the week and the months of the year, and record the hours on a clock face.
119. The attainment of pupils in Year 6 is in line with national expectations. Most pupils add and subtract numbers greater than a thousand, and undertake multiplication and division using two and three-digit numbers. They solve money problems using the four rules of addition, subtraction, multiplication and division, and understand how to multiply and divide numbers by 10 and 100. They understand inverse operations, and have a sound understanding of equivalent and decimal fractions and how to calculate fractional parts. Most pupils understand line and rotational symmetry, and higher-attaining pupils understand translation. They have a good understanding of two and three-dimensional shapes and their properties, and how to calculate the perimeter and area of regular shapes.
120. Pupils make sound progress at Key Stage 1. Younger pupils count forwards and backwards and add to ten, reading and writing the numbers involved. They order numbers to fifty and recognise different coins. Pupils in Year 2 recognise and order numbers to a hundred, and undertake shopping activities. Pupils develop an understanding of measurement throughout the key stage by using standard and non-standard units. Pupils make sound progress at Key Stage 2, and build on previously learnt knowledge and skills. Pupils in Year 3 add tens and units to a hundred and devise strategies for addition and subtraction. They count forwards and backwards in tens, and recognise and name two and three-dimensional shapes. Most pupils in Year 4 develop a sound understanding of place value and are confident in adding 1, 10 and 100 to any number. Pupils in Year 5 recognise equivalent fractions and understand improper fractions. They begin to devise their own strategies to solve problems. Pupils in Year 6 identify equivalent fractions and find fractional parts of numbers and amounts. By the end of Key Stage 2, most pupils have learnt to set out their work clearly and neatly and are making good progress in applying mathematics in new situations.
121. Pupils with special educational needs make good progress in relation to the targets identified in their individual education plans. Teachers identify their needs well, and set work that is appropriate to their learning targets.
122. Most pupils have very positive attitudes to work. They listen well to instructions and explanations, and show interest in the work they have to do. They are keen to join in question and answer sessions, and sustain interest well, sometimes for long periods. Most co-operate very well, share information with other pupils, and respond positively when working in groups or on paired tasks. Most pupils behave very

well, and remain on task even when not directly supervised. The presentation of pupils' work is satisfactory at the end of Key Stage 2, but it is set out less clearly at the lower end of the school.

123. The National Numeracy Strategy is being introduced satisfactorily in all classes and is having a positive impact on pupils' numeracy skills. Pupils carry out mental calculations with increasing accuracy and show greater confidence in manipulating numbers and using multiplication tables. The use of numeracy skills is soundly developed across other areas of the curriculum. Temperatures are measured and graphs produced in science, for example, and wind speed and rainfall are measured and plotted during weather observations in geography.
124. Teaching is good at both key stages, and the quality of teaching has improved since the last inspection. Teachers have a good knowledge of the National Numeracy Strategy and generally have high expectations. The quality of weekly and daily planning is satisfactory, and learning objectives are clearly identified. However, activities are not always matched closely enough to the needs of individual pupils and higher-attaining pupils, in particular, are sometimes not challenged sufficiently. Teachers use a good range of teaching methods, organise activities well, and manage pupils very effectively. Teachers usually maintain a brisk pace during lessons, and they use resources, which are readily available, effectively. A positive aspect of teaching, especially at Key Stage 2, is the use of problem-solving activities to encourage pupils to apply their knowledge in new situations. Teachers often use questioning well to assess pupils' knowledge and understanding, and use day-to-day assessment to plan suitable activities for most pupils. Homework in mathematics, however, is not set on a regular basis, or used effectively to extend and consolidate pupils' knowledge, understanding and learning. Marking of pupils' work, although often providing supportive comments, does not always identify ways in which the work could be improved, or set targets for improvement. There is very little use of information technology to support and extend knowledge and understanding of mathematics, especially in the areas of data handling and the practice of mathematical skills.
125. The introduction of the National Numeracy Strategy is currently a feature of the school development plan, and the mathematics policy is currently being reviewed. Long and medium-term planning is based on the National Numeracy Strategy to ensure progression in learning. The school has received good support when planning for mixed-aged classes from the local authority numeracy adviser. However, short-term planning of activities for the mixed-aged classes is not always appropriate, with pupils of different abilities often pursuing the same activities, and higher-attaining pupils sometimes being under-challenged. The subject co-ordinator provides good support to colleagues by issuing help and advice, but does not yet manage the subject fully. Although there has been some monitoring of teaching and learning with the introduction of the National Numeracy Strategy, there has been insufficient opportunity to share good practice and to raise standards. Although teachers periodically make assessments of pupils' knowledge and skills, there is inconsistent practice across the different classes, and assessment and recording procedures are currently under review. A useful assessment of pupils' knowledge and understanding takes place on entry to the Reception class, and this information is being used effectively to assist in tracking pupils' progress. Optional National Curriculum assessment tests are used well to monitor and track pupils' progress in Years 3, 4 and 5. Resources are adequate, are used appropriately, and are easily accessible. Many new resources have been purchased since the last inspection. Accommodation in the mobile classroom used by the oldest pupils, however, is rather cramped, and is not conducive to mathematical investigations or practical activities. There are effective displays in classrooms that enhance and raise the profile of the subject.

134. **Science**

126. Inspection evidence indicates that pupils' attainment in the current Year 2 is broadly in line with the national average for seven-year-olds. This is similar to the 1999 teachers' assessments at Key Stage 1, when all pupils reached the nationally expected level, but no pupils attained higher levels. The school's 1999 results were very similar to its 1998 teacher assessments as both year groups were similar in size and had a similar proportion of pupils with special educational needs.
127. Inspection evidence indicates that pupils' attainment is close to the national average for eleven-year-

olds in the current Year 6. This is an improvement on last year's National Curriculum test results due to good teaching and a smaller proportion of pupils with special educational needs in the present Year 6. The percentage of pupils reaching the nationally expected level in the National Curriculum tests in 1999 was well below the national average, while close to the average attained higher levels. Overall, attainment was well below the national average. In the 1999 tests, the school's results were better than its 1998 results because there was a lower proportion of pupils with special educational needs.

128. At Key Stage 1, pupils carry out challenging investigations where they make their own predictions about what will happen. Pupils discuss, for instance, what will happen to different liquids when they are poured from a jug. They describe their observations of moving objects. The majority of pupils know from their own observations that chocolate changes to a liquid when it is heated and becomes a solid again when it is left to cool. There is insufficient emphasis, however, placed on the recording of investigations and observations at Key Stage 1. Pupil's knowledge of life processes and living creatures is sound. They colour different animals to show how creatures are camouflaged, and match animals to their habitats. They create clear diagrams classifying animals into groups based on the number of legs. They illustrate scenes to show how plants and trees change during different seasons, and name and understand the functions of the main parts of plants.
129. At Key Stage 2, pupils investigate different forces. They predict what will happen to a seed when it is released from a height, and some pupils explain why. They make predictions about the effect of magnets on a variety of objects. They draw diagrams of electrical circuits and construct the circuits using batteries, wires and bulbs. They describe the nature of solids, liquids and gases, and explain the changes needed to change from one state to another. The previous report suggested that scientific investigations needed some improvement. The school has worked systematically to develop this aspect, and more emphasis is now placed on investigative and practical work. Pupils now set up their own investigations to examine, for example, whether sugar dissolves more quickly in hot or cold water. They draw annotated diagrams of how the equipment was set up, and explain how to ensure a fair test. They write up their investigations, describing the resources and methods used, and explain, for example, how a parachute was made and developed. They explore grasslands and woodlands bordering the school grounds, and identify a variety of animals and leaf species. They study seed types and write about different methods of seed dispersal. They describe the habitat of a wormery and draw a labelled diagram to explain how it is created.
130. Pupils make sound progress at Key Stage 1. They sort materials into living and non-living groups, and discuss which objects float and which sink in water. They use the local area well to observe plants and trees, and make careful observations of them and how they grow. They observe how animals are camouflaged, and match them to their habitats. They begin to make sensible predictions about what will happen during an investigation, and carry out simple experiments to determine whether their predictions were correct.
131. Pupils make sound progress at Key Stage 2. Pupils undertake their own investigations to examine what affects the rate at which sugar dissolves, and carry out experiments to determine which part of a magnet is the strongest. They make informed predictions, use a variety of methods to record their results, and draw sound conclusions. Pupils have a good knowledge of electrical circuits, and understand the nature of solids, liquids and gases. The sound emphasis on investigative science ensures that both higher and lower-attaining pupils make sound progress.
132. Pupils with special educational needs make good progress at both key stages. Teachers set suitable work that is appropriate to their prior attainment, and pupils benefit from the emphasis that is placed on investigative science.
133. Pupils respond well to work in science. They take a keen interest in how plants grow, and ask sensible questions related to their observations. They show respect for scientific equipment, for example, when using thermometers. They behave sensibly when moving across the classroom to collect equipment. They work diligently when writing independently about pond life, and work with sustained concentration when they write and plan their own investigations. They talk confidently about exploring the Glebe and a local activity centre, and take pride in their work, particularly when teachers reward

them with a sticker.

134. No teaching was observed at Key Stage 1, as there were no science lessons timetabled during the three days of the inspection. Insufficient teaching was observed at Key Stage 2 to make an overall judgement on teaching standards. In the only lesson observed, the teacher set high expectations when asking pupils to observe how granules of sugar dissolve in liquids of different temperature. He made very good use of open-ended questioning, which helped to expand pupils' thinking. This was particularly evident when pupils were asked how they could ensure that their investigation would be a fair test. Scrutiny of teachers' planning and pupils' work indicates that all teachers plan their lessons carefully, identifying clear learning objectives and specifying the use of questioning to carry out initial assessments of pupils' knowledge and understanding from previous lessons. Teachers do not always plan specific work for high-attaining pupils in their class, and do not always write down appropriate questions to challenge the more able pupils. Resources are used effectively to demonstrate scientific principles and to bring lessons to life.
135. Teachers' planning covers all the requirements of the National Curriculum. Some teachers use national guidance well to plan the curriculum, and all classes would benefit from greater continuity and a more logical progression in the teaching of knowledge and skills if this guidance was adopted throughout the school. The co-ordinator leads the subject soundly. Monitoring of teaching and pupils' work has not yet been developed, but there are plans to observe some classroom teaching and to monitor teachers' planning during the spring term. There is little use of formal assessment to monitor the development of pupils' knowledge and skills, and lower-attaining pupils are not set targets to encourage them to reach national expectations. National Curriculum test results have been analysed recently to identify areas of weakness. This should have a positive effect on pupils' standards as teachers begin to concentrate on areas of the curriculum that pupils have found more difficult to understand. Good use is made of a satisfactory range of practical resources. Very good use is made of the local area, and of visits to a local activity centre and a zoo.

144.

OTHER

SUBJECTS OR COURSES

144. Information technology

136. Improving pupils' standards in information technology was identified as a key issue in the previous inspection report. Considerable progress has been made since then in some areas of the subject, especially in the use of computers for word processing. Attainment in the subject is still below national expectations, however, at the end of both key stages, and the potential of information technology to assist in the teaching of other subjects of the curriculum has not yet been realised. Very few observations were made of pupils using computers during the inspection. Computers were not always switched on, or they were not being used during lessons. This limits pupils' opportunities to develop satisfactory attainment in information technology, and hinders the development of pupils' independent research skills. The teaching of information technology still does not meet statutory requirements as some areas of the National Curriculum programmes of study, such as monitoring and control technology, are not yet covered adequately.
137. By the end of Key Stage 1, pupils use computers for word processing simple poems and stories, and they learn techniques such as changing the colour, the size and the style of the font. Most have limited experience of the layout of the keyboard and the position of the letters. With some assistance, pupils enter information, sort and classify data, and print out the results as bar charts. An art program is used to draw simple pictures. Most pupils, however, have limited awareness of the benefits of using information technology and its applications in the home and in the wider world.
138. By the end of Key Stage 2, pupils' attainment is very variable, with pupils who have regular access to a computer at home being much more knowledgeable. Pupils are beginning to use word processing to draft and edit their written work, for example, in English. However, scrutiny of pupils' work showed very limited use of data handling and the construction of questionnaires, and little use of the computer to

construct graphs and charts. There is little evidence of information technology being used in art or music, or the use of computers for data handling in subjects such as mathematics and science. Pupils have very limited experience of controlling a screen turtle. Some older pupils have used CD-ROMs effectively to research a history topic on Britain since the 1930s. Not all pupils, however, can confidently log on and off independently, or can use the computer competently without adult assistance. Although a small number of pupils change the font, colour and size of text successfully, few can find stored information independently and add to it, or combine pictures with text. Although the majority of pupils have experienced the Internet with the support of parent helpers, most have only a very limited awareness of the use of information and control technology in the wider world such as in libraries, supermarkets, banking, industry and in domestic appliances.

139. Pupils in all age groups, including those with special educational needs, make insufficient progress in many aspects of their skill development as they move through the school. Progress is unsatisfactory at both key stages, although progress varies between different classes and year groups. The rate of pupils' progress is largely dependent on individual teacher's knowledge and expertise, and on opportunities for regular use of the computer. In the Reception class, pupils use the computer to develop reading skills and mouse control and print out their names with some assistance. In Years 1 and 2, pupils word process simple poems and stories. With the teacher's help, they create bar charts of favourite pets, and use an art package to draw pictures of a forest. Pupils in Year 2 learn to print out their work with adult help. In Years 3 and 4, pupils use the computer to draft and edit a descriptive passage about their garden, and write a review of a book they have read. In Year 6, pupils use a CD-ROM for independent research, and higher-attaining pupils change the font, and the colour and size of letters independently. Pupils have the opportunity to use the Internet with parental support. There is no difference in the progress of boys and girls, although the progress of pupils who have access to a computer at home is better in areas such as word processing and accessing information from CD-ROMs. Most pupils with special educational needs make restricted progress as there is limited access to the computer on a regular basis. One pupil with a statement, however, uses a laptop computer regularly, and with developing confidence.
140. When given the opportunity to use a computer, pupils' response is good at both key stages. Pupils show positive attitudes to the subject, and work well on their own or in small groups. They sustain interest and show respect for other pupils' work and the computer equipment. Pupils who have access to a computer at home often assist those whose knowledge is not so advanced. These higher-attaining pupils often use their home computers effectively to search for information and to support work undertaken in the classroom.
141. It is not possible to make a judgement on the quality of teaching as there were very few opportunities to observe pupils using information technology during lessons. Opportunities for using information technology to support other subjects of the curriculum are often missed. In the small number of lessons when computers were being used, teachers managed pupils satisfactorily, and encouraged them to work independently. Discussions with pupils about their previous work suggest that, in the past, an insufficient range of experiences has been offered and teaching in some classes has been unsatisfactory. It is evident that some teachers lack sufficient knowledge and understanding of computers, and have yet to grasp the opportunity to use information technology effectively to support different areas of the curriculum. Parental support is good, and has meant that most pupils have had the opportunity to experience and use the Internet.
142. Information technology is currently highlighted in the school development plan. There are clear plans for the development of the subject, for example, in the submission for National Grid for Learning funding, which includes the purchase of more machines and essential staff training. An audit of resources and software is to be undertaken to establish future needs. There is a recently revised policy with clear guidelines on Internet access. The school has recently adopted the Qualifications and Curriculum Authority guidelines for the curriculum, but these have yet to be adapted effectively to the needs of the school, and have not yet had time to take full effect. There is currently no whole-school approach to assessment, and this affects pupils' progress, as tasks do not build on pupils' prior knowledge in an appropriate manner. While all teachers include brief plans for their own classes in their medium term planning summaries, they do not define sufficiently how the necessary skills,

knowledge and understanding will be organised and managed to promote a logical progression of skills as pupils move through the school. The school has four modern multi-media computers and an Internet connection, together with several older outdated computers; but this is insufficient for the future demands of the curriculum. All but one of the computers are linked to a colour printer, which limits their effectiveness. Other resources, including tape recorders, a television and video recorder, a keyboard and calculators, are satisfactory, and are used well to support learning. The range of software resources, including CD-ROMs, for supporting other areas of the curriculum is satisfactory, but is underused and is under review.

143. Since the last inspection, there has been some improvement in areas such as word processing, but standards have failed to keep pace with the increasing demands of the subject. The school is aware that information technology is an area for further development and has effective plans for the future, including much needed staff training.

152.

152. **Religious education**

144. Pupils' attainment in religious education is above the standard expected in the locally agreed syllabus at both key stages. Since the previous inspection, a new agreed syllabus has been adopted, and teachers have made good progress in following its detailed guidance. At Key Stage 1, pupils discuss ways in which important religious events, such as harvest festivals, are celebrated. They learn about different faiths when they draw symbols of light. At Key Stage 2, pupils learn the significance of a number of stories from the Bible. They develop their knowledge of beliefs and practices in the Church of England when they draw symbols to represent Christian baptism. Pupils are encouraged to say what they think God is like. They develop an understanding of the significance of Advent when they discuss how Christians prepare themselves in the time before Christmas. They develop an understanding of people from different backgrounds when they describe themselves and talk thoughtfully about friends.

145. Pupils make good progress at both key stages. At Key Stage 1, pupils make good progress when they discuss, draw and write about special times of the year. They begin to understand the symbolic meaning of Biblical passages as they draw and write about their favourite part of the nativity story. At Key Stage 2, pupils make good progress as they discuss the importance of the Bible and discover which books contain an account of the birth of Jesus. They think carefully about the meaning of prayer as they write and illustrate their own prayers. They begin to appreciate the similarities and differences between major world faiths as they draw diagrams to illustrate aspects of worship in a Jewish synagogue.

146. Pupils display good attitudes to their work in religious education. They enjoy the challenge of discussions about religious beliefs and the meaning of life. They show a keen interest in stories that are read to them about religious topics. Pupils behave well, and show respect for the Bibles when they are working with them. They concentrate well when working on their own, and work co-operatively together to help each other when practising for a Christmas play.

147. The quality of teaching is good at both key stages. Lessons are planned well and follow the guidance in the new syllabus. Teachers show an enthusiasm for the subject and understand how to engage pupils' interest by the use of open-ended questions. Where teaching is very good, there are very high expectations that pupils should think deeply and develop an awareness of world problems. Effective lessons support pupils' spiritual development well, and help pupils to develop a sound moral framework. There is very little formal assessment of pupils' knowledge and skills, and as a result, questions directed at higher-attaining pupils are not always challenging enough.

148. The curriculum meets all the requirements of the locally agreed syllabus. There is a helpful policy document, but there is no scheme of work that highlights the topics to be taught to each class within the two-year cycle. Leadership of the subject is satisfactory. The subject co-ordinator monitors the curriculum informally by studying displays of pupils' work, but does not systematically monitor teachers' planning, classroom practice or written work from each year group. There are good displays of pupils' work throughout the school, and this helps to raise the profile of the subject and to stimulate pupils'

interest in religious education. The previous inspection found pupils' knowledge of other religions to be weak, and there were few resources and artefacts for teaching about the major world religions. The school has expanded opportunities for pupils to learn about other religions and has generally improved the quality and quantity of learning resources. There are still too few artefacts for pupils to gain a clear appreciation of the variety of beliefs and practices amongst other faiths.

157. **Art**

149. Pupils make sound progress at Key Stage 1. They develop cutting skills to make lanterns and snowflakes. They use fabric well when making models of Jesus and the cross. They make sound progress in developing painting skills when they create butterflies and scenes depicting wild animals. They use collage to make hedgehogs using autumn seeds, and develop three-dimensional modelling skills when making model houses by using lollypop sticks. A strength of the work in Key Stage 1 is the development of three-dimensional modelling skills in the Reception class, when pupils make modelling clay sculptures of penguins, whales, tigers and crocodiles.
150. Pupils make good progress at Key Stage 2. They make good observational drawings linked to their history studies of the Second World War in Years 5 and 6. They draw good sketches of fruits representing characters to illustrate their own stories. They develop the use of pastels well when they produce pictures of the planets in the solar system. Imaginative and creative artwork, however, is generally underdeveloped. Many pupils use the computer to good effect when they draw pictures of themselves by using the mouse control.
151. Pupils enjoy art lessons and respond positively to all aspects of the subject. They talk happily about topics they have covered, such as adding patterns to a mat in a variety of stitches. They concentrate sensibly when working on their own, and work well together when creating designs on the computer using a drawing package. Pupils behave well, and use materials and equipment carefully. They move around the classroom sensibly to collect materials and tools to use when making Christmas decorations.
152. The quality of teaching is sound at Key Stage 1 and good at Key Stage 2. Teachers have a secure knowledge of famous artists such as Paul Klee, and choose appropriate activities and resources to stimulate and retain the pupils' interest. In the best teaching, there is a good focus on improving pupils' skills and techniques. Teachers are conscious of pupils' safety, and ensure that tools are used properly. Pupils are generally well managed and organised. Relationships between pupils and teachers are very good in all classes. There is little assessment of pupils' work at present, and pupils are not encouraged to evaluate their own work sufficiently.
153. The curriculum is managed effectively throughout the school. There is a sound policy document that offers helpful guidance to staff. There is a satisfactory scheme of work, but teachers' planning does not always include opportunities for assessing pupils' knowledge and skills. There is scope within teachers' planning to develop the use of observational drawings and printing further. The co-ordinator supports staff well. Some good quality pupils' work is displayed throughout the school. Standards of display within classrooms are generally sound and are occasionally good. Resources are sound and are sufficient to fulfil the requirements of the National Curriculum. Most classes have a satisfactory supply of basic materials, and since the previous inspection, the school has introduced sketch books for pupils at Key Stage 2. The school has also obtained more resources for teaching about famous artists, and for giving greater opportunities for pupils' cultural development.

162. **Design and technology**

154. Pupils make sound progress at Key Stage 1. They make model animal homes, with opening doors and transparent windows. They apply finishes to the model homes, sticking on layers of paper so that they can be painted. Pupils develop simple cookery skills, making chocolate chip cakes by mixing the

ingredients for themselves and clearing up their own equipment afterwards. There are only limited opportunities, however, to cook a wider variety of products at both key stages.

155. Pupils make good progress at Key Stage 2. They design a variety of Santa models for homework, where Santa moves up the chimney using levers or pneumatics and hydraulics. Pupils start their work well by studying and disassembling various objects to determine ways in which they might use levers and hydraulic systems in their own models. Pupils use wood well, and incorporate it into rigid structures. Pupils make good progress in planning and making models that use recycled materials.
156. Pupils' response to work in design and technology is good. They listen to their teachers carefully in order to understand what is to be done. They concentrate well when working on their own, and enjoy their design work. They share tools fairly and safely when they are constructing models. They co-operate happily, helping each other with their work where necessary. They are polite and respect each others' designs and products. They behave well in lessons, and are mature and sensible when moving safely around the room.
157. It was not possible to observe any teaching at Key Stage 1 as no lessons were time-tabled during the inspection. Teaching is good at Key Stage 2. Teachers have high expectations of pupils. They plan their lessons carefully, organise and manage pupils well, and use resources effectively. Pupils, however, do not have a folder or book in which to record all their planning and evaluations. Teachers use praise well to inform pupils what they are doing successfully. Teachers' subject knowledge is generally good, but further training on the use of fabric and food technology at Key Stage 2 would assist teachers to develop these areas further. Day-to-day assessment is satisfactory, but there is little formal assessment of pupils' skills and knowledge.
158. The curriculum is broad and balanced, but further emphasis could be placed on opportunities for pupils to evaluate their work, to think about how their making skills could be improved, and to decide what are the strengths and weaknesses of their products. Long-term planning does not indicate clearly which topics will be covered by each class in the two-year cycle. The curriculum is managed soundly and the co-ordinator has worked hard to develop the subject since the previous inspection. A new scheme of work has been adopted and teachers have been encouraged to place further emphasis on the production of plans before pupils begin making activities. Pupils now assess the strengths and weaknesses of their own designs using evaluation sheets which guide them well. The co-ordinator monitors pupils' work, but does not monitor teachers' planning or classroom practice. Resources are generally sound, but further investment in construction kits would improve the range of materials for pupils to work with. In the previous inspection, the subject did not meet National Curriculum requirements. The school has since purchased suitable resources and the co-ordinator has undertaken training to develop the subject. Pupils now have a much wider selection of resources to incorporate into their products, and standards are at least satisfactory, and sometimes good. A strength of the teaching at Key Stage 2, for example, is the utilization of hydraulic and pneumatic systems into pupils' designs.
- 167.
167. **Geography**
159. Pupils, including those with special educational needs, make satisfactory progress at Key Stage 1. They study the local environment and describe both man-made features and the flora and fauna. They use maps to identify and name the countries of the United Kingdom, and use a globe to locate the main countries of Africa, India and Asia. They compare desert, arctic and tropical climates with their own locality, and observe how the vegetation types provide habitats for different kinds of animals. They identify factors that spoil the environment. Pupils in Years 1 and 2, for example, examine the effects of pollution and the destruction of the tropical rainforests on endangered species.
160. No lessons were observed at Key Stage 2, but scrutiny of pupils' work and teachers' planning indicates that all pupils, including those with special needs, make sound progress. Pupils in Years 3 and 4 discuss the shops and services found in the local town and villages, and draw their own maps of a journey to the shops. They use atlas maps to locate the River Nile, and compare the climate and agriculture of modern

Egypt with their own area. They examine seasonal weather patterns, and make their own observations of the local weather using a variety of weather instruments. Pupils in Years 5 and 6 identify rivers on maps, and study the ways in which rivers erode their channels. They examine the water cycle, and identify different uses of water. They study the climate, agriculture and village life in St Lucia, and compare it with life in Swanley. They use Ordnance Survey maps to locate features in the local area, and build on their mapping skills to investigate Nottingham as a contrasting locality in the United Kingdom.

161. Pupils' attitudes to work are sound. Most listen carefully to their teachers and are keen to answer questions. Pupils work sensibly in small groups, although the level of noise is occasionally excessive. Pupils concentrate well when working on their own. They enjoy fieldwork in the local area, and are keen to use a variety of resources to obtain geographical information.
162. No teaching was observed at Key Stage 2. Insufficient teaching was observed to judge the overall quality of teaching at Key Stage 1. The scrutiny of pupils' work suggests that teachers have a secure knowledge and understanding of the subject. Termly planning is good, and individual lessons are planned satisfactorily, with clear learning objectives. Expectations of pupils are generally sound, but some work set for higher-attaining pupils in Year 2 is not sufficiently challenging. Teachers use a variety of teaching methods, and make good use of the local environment and visits to other areas, including a residential trip for pupils in Years 5 and 6. There is good use of maps, aerial photographs, information books and climatic statistics, but in one lesson, resources used with Year 1 pupils were not entirely appropriate as many pupils could not understand the more difficult vocabulary. Pupils are generally well managed, and discipline is usually good.
163. There is no subject co-ordinator at the present time as the previous co-ordinator retired in the summer and has been replaced by a newly qualified teacher. As a temporary measure, the headteacher monitors teachers' planning. There is a useful policy document, but this needs updating to reflect recent changes in the geography curriculum. The previous inspection reported that the scheme of work was in need of revision. The school has now adopted a detailed scheme of work, based on a two-year cycle, that has been adapted from the Qualifications and Curriculum Authority's guidelines. This ensures that knowledge and skills are taught in a logical order. Resources are satisfactory, and are easily accessible. Insufficient use is made of information technology to plot the results of surveys and weather data, and of CD-ROMs for individual research. Satisfactory assessment of pupils' knowledge and understanding takes place on an ongoing basis.

172. **History**

164. Pupils, including those with special educational needs, make sound progress at Key Stage 1. Although no lessons were observed, a scrutiny of teachers' planning and pupils' work indicates that pupils receive a secure grounding in historical enquiry skills. They plot historical events on a timeline, and differentiate between events in the past, present and future. They compare their own homes with those from the past, pointing out similarities and differences. They sequence pictures, and place buildings in chronological order. They learn about famous historical characters and events such as Guy Fawkes and the gunpowder plot.
165. At Key Stage 2, pupils, including those with special needs, make good progress by building on the skills learned earlier. Pupils in Years 3 and 4 use photographs and first-hand accounts to explore the differences between Victorian schools and their own. They read about Tom the chimney sweep in 'The Water Babies' when investigating nineteenth century child labour. They visit the Dartford museum and describe a variety of artefacts from Victorian times. Pupils in Years 5 and 6 investigate changes that have occurred in Britain since the 1930s. They interview grandparents about life during the Second World War, and study Anne Frank's experiences in Nazi-occupied Amsterdam. They use books, CD-ROMs, poetry and artefacts to compile their own personal accounts of topics such as evacuation and the blitz. Pupils compare clothes, toys and leisure activities in the 1930s to those enjoyed today.
166. Pupils enjoy history lessons and listen carefully to their teacher. They behave sensibly and participate well in lessons. They are very keen to answer questions and ask suitable questions themselves. Pupils concentrate very well when working on their own, and co-operate sensibly when carrying out research in

small groups.

167. No teaching was observed at Key Stage 1. Insufficient teaching was seen at Key Stage 2 to judge the overall quality of teaching. Scrutiny of pupils' work indicates that teachers have a good knowledge and understanding of different historical periods, and this helps to develop pupils' knowledge and historical research skills. Expectations are high, and pupils are required to produce good quality work. Pupils are very well managed, and discipline is good. Planning is good, with detailed termly plans, and learning objectives are clearly identified on lesson plans. Good use is made of artefacts and visits to museums. History is brought to life by visitors who recreate historical characters through drama and music. The previous inspection report suggested that pupils lacked the opportunity to carry out their own investigations. Pupils now carry out individual research using information from interviews with elderly local residents, historical documents, CD-ROMs and information books. Work is matched to pupils' ability and prior learning, and higher-attaining pupils tackle more challenging research. Satisfactory assessment of pupils' knowledge and skills takes place on an ongoing basis. Pupils' written work is marked regularly, but there are few indications of how pupils could improve their standard.
168. There is no subject co-ordinator at the present time as the previous co-ordinator retired in the summer and has been replaced by a newly qualified teacher. The headteacher is acting as temporary co-ordinator, and monitors teachers' planning. The policy document needs updating to reflect recent changes in the history curriculum. The school has adopted a scheme of work, based on a two-year cycle, adapted from the Qualifications and Curriculum Authority's guidelines. This detailed scheme ensures a logical sequence in the teaching of knowledge and skills. There is a satisfactory range of historical resources that are easily accessible.

177. **Music**

169. Pupils, including those with special needs, make sound progress at both key stages. At Key Stage 1, they develop their listening skills and discuss the feelings evoked by different pieces of music. They recognise that different instruments make different sounds, and identify common instruments such as the violin, trumpet and cymbals. Pupils listen to contrasting rhythms and clap the different rhythmic patterns. They sing simple songs from memory. Pupils in the Reception class, for example, sing a range of songs with increasing confidence and awareness of the rhythm and beat.
170. At Key Stage 2, pupils listen to a range of instruments and a variety of music from different times and places. They sing more complicated songs from memory, and make a good attempt to improve the quality of their singing. Pupils in Years 3 and 4, for example, learn to breathe correctly when singing, and to pitch notes that are three or five tones higher or lower. Pupils invent complicated rhythmic patterns, and copy these patterns by clapping them out. They use a variety of percussion instruments to compose and perform their own music.
171. Pupils of all ages have plenty of opportunities to appreciate music during school assemblies, and appropriate music is used well to create a calm and meditative atmosphere for collective worship. Pupils regularly enter and leave assemblies to a variety of recorded music, but opportunities to discuss the music and the composers are not always developed. Pupils sing a good variety of modern worship songs enthusiastically. Diction is generally good, but there is little variation in dynamics, and not all pupils sing at the correct pitch.
172. Pupils have good attitudes to music at Key Stage 1, and enjoy their lessons. They are well motivated and join in enthusiastically. Pupils' response is satisfactory at Key Stage 2. Most pupils listen carefully to their teachers and behave well when singing or playing musical instruments.
173. Insufficient teaching was observed at either key stage to judge the overall quality of teaching. In the lessons observed, teachers' knowledge and understanding were generally satisfactory, though individual teachers' musical expertise varies greatly. Teachers plan their work satisfactorily, and individual lessons

have sound learning objectives. Teachers use a variety of teaching methods, and make sound use of a range of tuned and untuned percussion instruments. Pupils are generally managed well, and sound use is made of day-to-day assessment to evaluate pupils' work.

174. The music co-ordinator provides sound leadership of the subject, and very good use is made of his specialist musical expertise to accompany the singing on the keyboard during assemblies. He monitors teachers' termly plans and hears pupils singing and playing during school assemblies and concerts. There is a helpful policy document, but the lack of a whole-school scheme of work hinders pupils from developing musical skills in a logical progression. There has been little improvement in this area since the previous inspection. There has been no recent in-service training to develop teacher's music teaching skills, and there is little use of information technology to assist the teaching of music. The school has a reasonable selection of recorded music, and a satisfactory range of percussion and other instruments. A number of pupils have guitar lessons in small groups with a visiting teacher. These pupils occasionally play in assemblies and in school concerts. A visiting instrumentalist introduces pupils to a variety of instruments from different times and places, and performs for the whole school. Pupils sing at concerts and at carol services, and perform regularly in school pantomimes. There is a good range of extra-curricular musical activities including a music club and rehearsals for concerts. The infant and junior choirs take part in the annual Dartford music festival and in the Swanley primary music festival. The range of extra-curricular musical activities has improved since the previous inspection, and helps to broaden pupils' cultural awareness.

183. Physical education

175. Pupils' progress in physical education is generally good at both key stages, with the exception of gymnastics, where there is a lack of suitable facilities. Pupils generally reach standards expected in skills and body control. In swimming, attainment is above the standard expected and pupils make very good progress. The school does not meet the National Curriculum requirements for physical education as it is unable to implement the gymnastics curriculum because of the lack of suitable facilities.
176. Pupils make good progress at Key Stage 1. The youngest pupils begin to express themselves by developing different expressive movements, and by moving slowly and quickly. They learn to follow instructions as they carry out a variety of activities. Pupils' body awareness and control increase as they move through the school, and they develop greater power and control over exercises and movements. Pupils in Year 2 listen well to instructions. They move in different ways to music, changing pace and direction with increasing expression. They make good use of the cramped accommodation, with a developing awareness of space and the safety of others.
177. Pupils make good progress at Key Stage 2. Pupils are given a range of opportunities to practise and develop skills and competencies they have learnt in games and dance. They develop ball skills and an awareness of the need for rules, fair play and good sporting behaviour in games lessons. They develop throwing and catching skills and ball control. All pupils achieve the minimum standard required in swimming by the end of Key Stage 2, and most swim much further than this. Pupils learn a wide range of water safety and survival skills, and are rewarded with suitable certificates. Pupils with special educational needs make good progress. There is no significant difference between the attainment of boys and girls
178. Pupils of all ages respond well, and enjoy physical education lessons. They dress appropriately, and listen very well to their teachers. Older pupils at Key Stage 2 particularly enjoy the elements of competition and fair play that are built into their games lessons. Behaviour is good, and most pupils show good concentration and persistence in the activities they undertake. They share ideas and resources well both in small groups and in large teams. At both key stages, most pupils respond quickly to commands and instructions. Pupils enjoy their swimming lessons and listen carefully to instructions.
179. The quality of teaching is satisfactory overall at both key stages. It is occasionally very good at Key

Stage 1, and good at Key Stage 2. Teachers have a secure knowledge of the physical education curriculum. Planning is sound and all teachers wear appropriate clothing. The pace of lessons is usually brisk, and each lesson is preceded by an appropriate warm-up activity. In some lessons, pupils are given insufficient opportunities to improve their performance and to refine their skills. Most activities are well managed, and expectations of attainment and discipline are sound. In swimming, teachers have good subject knowledge. Organisation and discipline are good, as is the use of time and learning resources.

188.

189. The school is unable to implement the full curriculum for physical education because of the lack of suitable accommodation. The school hall is very small, and is used to store furniture including the dining trolley, tables, the keyboard and chairs. The environment is unsuitable for physical education in its present format, and despite the school's strenuous efforts, there has been no improvement since the last inspection.

189.

190. There is a sound policy for physical education. Long and medium-term planning provides a suitable framework for the logical progression of pupils' knowledge and skills, except in gymnastics. The co-ordinator currently has no non-teaching time to monitor the quality of teaching or to share good practice. Although teachers make satisfactory day-to-day assessments of pupils' skills, recording procedures to monitor pupils' progress and to raise their attainment are inconsistent. This has been recognised by the school as an area for further development. Dance is taught with the assistance of recorded music, and this taught satisfactory. There is a satisfactory range of small apparatus that is centrally stored and readily accessible, although some of this needs replacing. Facilities for hard-surface and field games are satisfactory, and allow teachers to plan a wide range of games and athletics activities. Provision for swimming is good, with all pupils in Key Stage 2 enjoying swimming lessons throughout the year. The school offers a good range of sporting opportunities within the curriculum including football, netball, and skills for basketball during the autumn term, volleyball, tennis and badminton during the spring term, and cricket, rounders and softball during the summer. Extra-curricular provision is sound, and includes football, netball, rounders, cricket, country dancing and orienteering. There are inter-school matches in football and netball, and these encourage good sporting behaviour. Good use is made of a residential visit for older pupils in Years 5 and 6 to participate in more challenging outdoor pursuits.

190.
INSPECTION DATA

PART C:

190.
INSPECTION EVIDENCE

SUMMARY OF

180. The team of four inspectors spent a total of ten working days in school over the three days of the inspection and observed 27 lessons or part lessons. All teachers were observed teaching the Literacy Hour on at least one occasion. The inspectors spent 36 hours observing classes, sampling pupils' work and talking to pupils. Inspectors also attended school assemblies and observed pupils during breaks and some extra-curricular activities. A group of pupils, selected by the school from all age groups and covering all levels of attainment, was heard reading and samples of pupils' work were examined. The school's planning and documentation, pupils' records, attendance registers, the minutes of governing body meetings and the annual report to parents were read. Discussions were held with the headteacher, members of staff and members of the governing body, including the chair of governors. Before the inspection, a meeting was held at the school to hear parents' views. Ten parents attended and 38 parents returned questionnaires giving their views about the work of the school.

191.
INDICATORS

DATA AND

192. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	87	1	32	3

193. **Teachers and classes**

193. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):

4.8

Number of pupils per qualified teacher:

18.1

193. **Education support staff (YR - Y6)**

Total number of education support staff:

2

Total aggregate hours worked each week:

19.25

Average class size:

21.7

193.

194. **Financial data**

Financial year:	1998/99
	£
Total Income	£183,349
Total Expenditure	£179,284
Expenditure per pupil	£1,927
Balance brought forward from previous year	(£598)
Balance carried forward to next year	£3,467

195. **PARENTAL SURVEY**

Number of questionnaires sent out:	61
Number of questionnaires returned:	38

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	52	45	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	69	26	5	0	0
The school handles complaints from parents well	9	60	22	3	6
The school gives me a clear understanding of what is taught	34	52	11	3	0
The school keeps me well informed about my child(ren)'s progress	42	47	8	3	0
The school enables my child(ren) to achieve a good standard of work	16	71	5	8	0
The school encourages children to get involved in more than just their daily lessons	21	63	11	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	16	50	13	21	0
The school's values and attitudes have a positive effect on my child(ren)	50	42	3	5	0
The school achieves high standards of good behaviour	21	63	11	5	0
My child(ren) like(s) school	55	42	0	3	0

196. **Other issues raised by parents**

- . Several parents felt that their children do not receive enough homework.
- . Most parents were satisfied with the amount of homework set.