

INSPECTION REPORT

HURST PRIMARY SCHOOL

Bexley

LEA area: Bexley

Unique reference number: 101446

Headteacher: Mrs Sue Meckiff

Reporting inspector: Brian Evans
OIN: 1049

Dates of inspection: 18 – 22 September 2000

Inspection number: 225327

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Dorchester Avenue Bexley Kent
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Neill Williamson
Date of previous inspection:	2 nd February 1996

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Michael McCarthy 10049	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Janet Dye 15028	Team inspector	Foundation years English	
Peter Thrussell 31029	Team inspector	Information technology Design and technology	How good are the curricular and other opportunities offered to pupils?
Diane Hall 12593	Team inspector	Mathematics	
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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hurst is a much larger than average primary school with 573 pupils aged from four to eleven years on roll. In addition, 52 children attend the nursery part time. Few pupils join or leave the school other than at the usual time of admission. Many families in the school are second or third generation. The proportion of pupils who come from ethnic minority backgrounds is low. There are 9 pupils with English as an additional language. The number of pupils who have some form of special educational need is close to the national average although the number with statements of special educational needs is above average and increasing. The proportion of pupils eligible for free school meals is well below the national average. The attainment of pupils on entry to compulsory education, at the age of five, is just above average.

HOW GOOD THE SCHOOL IS

The school is improving. Although there have been changes in leadership, the school continues to provide a stable and positive learning environment. There is good provision for pupils' pastoral care. Teaching is sound and the strong relationships that exist are used effectively to help pupils improve their confidence and self-esteem. By the time they leave school, most pupils reach standards that are similar to or above those expected of them. The school gives satisfactory value for money.

What the school does well

- Children aged under five achieve well in the nursery because of the good teaching and well-planned activities;
- Pupils have good attitudes to their work and want to achieve. They respond well to the school's consistently high expectations, behave well and enjoy good relationships with one another;
- The provision for pupils' spiritual, moral, social and cultural development is good;
- Teaching has improved significantly since the last inspection.
- There is little significant difference in the attainment levels of boys and girls when compared to the national averages.
- Standards in science are good.
- Standards in religious education are above the expectations of the locally agreed syllabus.

What could be improved

- The use of the school's comprehensive assessment data for meeting the learning needs of all groups of pupils more precisely;
- Standards in Key Stage 2 mathematics;
- Monitoring and evaluation of classroom practice;
- Pupils' application of their information and communication skills (ICT) in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress since its last inspection in February 1996. Standards in national tests have fluctuated but remain above the national average overall. The quality of teaching has improved significantly since the last inspection. The newly appointed headteacher has made a good start towards implementing a strong performance management policy. Pupils benefit from a greater understanding of the distinctive nature of each individual curriculum subject. Slower progress has been made on extending opportunities in the curriculum for research and problem solving activities and in setting targets for pupils which match their previous achievement. There has been a significant improvement in provision for pupils with special educational needs. The capacity for the school to develop further is good.

STANDARDS

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

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

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

The information shows that standards in English, mathematics and science have fluctuated although they have remained average or above average in English and mathematics. National comparisons for Year 2000 were not available at the time of the inspection but English results showed an improvement on 1999, mathematics results were lower than in 1999 but above the national average, whilst in science test results were well above the national average. Although the results show a variation from year to year the overall trend in standards is positive and in line with the improving trend nationally. When compared with schools having a similar percentage of pupils eligible for free school meals in 1999, standards were below average for English, and below average for mathematics and science. Comparative data is not available for Year 2000. The school met its own target for English in Year 2000, mathematics fell well short and science exceeded its target by a considerable margin. The school has set realistic targets for the Year 2001. Inspection evidence broadly reflects these standards. By the age of 11, standards in religious education are above those expected by the locally Agreed Syllabus. Standards in ICT and other foundation subjects are similar to those found nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are interested in their work and keen to learn.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. Pupils clearly understand what is expected of them.
Personal development and relationships	Personal development is good. Older pupils enjoy the extra responsibilities they are given. The quality of relationships is good and a distinctive feature of the school community.
Attendance	Good. Pupils arrive punctually at school and to lessons.

Good overall with no significant weaknesses.

TEACHING AND LEARNING

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

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

Of the lessons seen during the inspection, 94 per cent were satisfactory or better, and 50 per cent were good or better. This is a significant improvement on the last inspection. Consistently good teaching was seen in the nursery. Overall, the teaching of literacy and numeracy is satisfactory. Children make good progress in the nursery because they benefit from well-structured activities which give them a rich variety of activities. Examples of good teaching were seen in all years. A feature of the good and very good teaching is lesson planning which builds on pupils' understanding and knowledge at a good pace. Pupils are attentive and are keen to develop their ideas. Careful attention is given to pupils with special educational needs. Common features of the small proportion of unsatisfactory teaching are the lack of focused tasks to match pupils' needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. All legal requirements are fully met.
Provision for pupils with special educational needs	Provision is satisfactory. Pupils with Statements of Special Educational Need benefit from effective support and they make good progress. However, some targets set in Individual Education Plans are not specific enough for progress to be adequately measured.
Provision for pupils with English as an additional language	Good. Effective use is made of the limited support for the few pupils who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Pupils know right from wrong and relate well to each other. Spiritual and cultural development is good. Aspects of the school's curriculum enable pupils to reflect on events and on their lives.
How well the school cares for its pupils	Good procedures ensure that pupils are well cared for. Systems for monitoring academic performance are good but follow-up procedures for meeting the needs of all groups of pupils are unsatisfactory.

The school has established good links with parents. There is a very active parents association which is closely involved in the life of the school; for example, parents produce the annual school pantomime. Parent representatives contribute fully to the work of the governing body and its committees.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The newly appointed headteacher has a very clear vision based on continuing to raise achievement levels for all pupils through implementing an effective performance management policy. Subject co-ordinators have yet to fully develop their roles.
How well the governors fulfil their responsibilities	The governing body ensures that legal requirements are met and has been effective in maintaining school morale during a difficult interregnum period. It gives strong support to the headteacher and her staff. Members of the governing body are knowledgeable and bring a range of expertise to their roles.
The school's evaluation of its performance	Systems for monitoring the quality of teaching are yet to be formalised. Information from the wide range of tests and assessments is not used enough to help with lesson planning.
The strategic use of resources	Financial administration and planning are good. The school makes good use of its resources and it budgets carefully to support the priorities intended for improvement.

A new building project is under way which will alleviate some, although not all, of the accommodation constraints on pupils' learning. Resources overall are adequate. Governors and staff make an effective application of best value principles.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children make good progress. • Behaviour is good. • School helps children to become mature and responsible. • Teaching is good. 	<ul style="list-style-type: none"> • Information about their child's progress • Range of activities outside lessons. • Homework.

Inspection evidence supports most of the positive features expressed by parents in response to the questionnaire and at the meeting of parents with the registered inspector. Examples of good teaching were seen throughout the school, although it was judged to be satisfactory overall. Many pupils make good progress but the work set is not always planned to match the knowledge and understanding of all pupils in a class. Overall, homework is satisfactory but in some classes inconsistently set. There is a satisfactory range of extra-curricular activities and the school organises a number of educational trips to enrich pupils' experience. The procedures for assessing pupils' attainment and progress are good but the full range of available information is not yet used. The school is reviewing its arrangements for reporting to parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the nursery is broadly similar to that usually found at this age. The children experience a rich variety of skilfully structured activities and by the end of the Foundation Stage most are achieving in line with national expectations. A significant minority of children is achieving above the national expectation for their age group.
2. The results of the 1999 national tests for seven year olds show that standards were close to the national average in reading and well above the expected level in writing. The proportion of pupils achieving the expected level in mathematics was above the national average. When compared with the results of similar schools, pupils' attainment in reading was below average, close to the average in writing and above average in mathematics. Full comparative national data is not yet available for the Year 2000 national test results. The proportion of pupils achieving the expected levels in English for Year 2000 show an improvement on the 1999 results. In mathematics, test results in the Year 2000 show that the school exceeded its own high target and that the proportion of pupils achieving the expected levels continues to rise.
3. In the 1999 national tests for eleven year olds, standards in English and science were close to the national average and above the national average in mathematics. When compared with similar schools, the performance of both boys and girls was below average in English, mathematics and science. In Year 2000 test results, attainment in English was better than in 1999. However, in mathematics the results for the Year 2000 show a downward trend. The school fell well short of its own target for the proportion of pupils achieving the expected levels in mathematics. In science, Year 2000 results were better than in 1999 and reflected an overall improvement in standards since the last inspection.
4. For pupils aged 7, there is an improving trend in English and mathematics. Results over time in the core subjects at for pupils aged 11 show a greater variation from year to year and between groups of pupils. For pupils aged 11 in English, there was a significant fall in results in 1999, but better results in 2000 and, overall, an improving trend for boys and girls over the last four years. The variation from year to year is most marked in mathematics although, again, the overall trend since the last inspection at Key Stage 2 is upward. The national test results over the last four years in science at Key Stage 2 show a consistent upward trend and the school's target for 2000 was exceeded by a considerable margin.
5. The school sets challenging but realistic targets in English, mathematics and science.
6. Evidence gathered during the inspection largely confirms the national test results for Year 2000. Pupils aged seven and 11 are working at levels above the national average in English and science and are making satisfactory progress. In mathematics, pupils make good progress by the end of Key Stage 1 and reach standards that are above the national average, but by the end of Key Stage 2 standards are only close to the national average. Pupils do not maintain their good rate of progress in mathematics in Key Stage 2 because they do not always receive work that builds on what they already know and can do.

7. Standards in information and communication technology (ICT) match national expectations by the end of Key Stages 1 and 2 which shows an improvement since the last inspection. However, pupils' use of ICT across all subjects is unsatisfactory. Standards in art, design and technology, geography, history and music are similar to those found nationally by the end of both Key Stages 1 and 2. In physical education they are similar to those found nationally overall but in lessons seen attainment in dance is below the expected standard. Standards in religious education are above the expectations of the locally Agreed Syllabus.
8. The school places a strong emphasis on the development of literacy skills and the literacy hour has successfully been introduced in all classes. However, some pupils have insufficient individual support for them to develop higher order skills in reading and writing. Presentation of work and clarity of handwriting are good throughout the school. The supportive approach used by teachers and other adults encourages pupils to develop their speaking and listening skills in all subjects. Pupils' attainment at the end of Key Stage 1 in reading is in line with national expectations and their progress is satisfactory. Pupils make good progress in writing at Key Stage 1 and their attainment reflects the good test results. At Key Stage 2 progress in reading and writing is satisfactory and standards are above the national expectation.
9. The National Numeracy Strategy (NNS) has been introduced in all classes and its implementation has led to a steady improvement at Key Stage 1 with pupils being set tasks appropriate to their attainment levels. In work seen at Key Stage 2, pupils show good numeracy skills but there are weaknesses in their application of ICT as, for example, in data analysis and in some aspects of shapes and measures. There is very limited evidence of pupils using their numeracy skills in other subjects.
10. Pupils with special educational needs make satisfactory progress towards the targets identified for them. Although their attainment is sometimes below that expected from pupils of a similar age, the majority achieve the targets set for their work. Some pupils have been successful in reaching the appropriate levels in national tests. Higher attaining pupils make satisfactory progress in relation to their prior attainment. However, the targets for some pupils with Statements of Special Educational Need are too general and therefore measurement of progress is difficult.
11. The small number of pupils with English as an additional language make good progress and are given effective specialist support by teachers and classroom assistants.

Pupils' attitudes, values and personal development

12. Overall, pupils' attitudes to school are good. They are very keen and eager to come to school and respond enthusiastically to the daily activities. The school places great emphasis on personal development and the positive and friendly interaction between staff and pupils. This, together with a clear understanding of the standard of behaviour expected of them, ensures a mutually productive and harmonious environment.
13. Pupils interact very well with adults and each other and a significant number from Year 6 demonstrate a high level of understanding and concern for other pupils. They frequently demonstrate personal initiative as well as undertaking the responsibilities formally delegated to them as monitors during the lunch period and they show a high degree of awareness of the needs of younger pupils. The relationships between many of the staff and pupils are characterised by mutual fondness and many examples were noted during the inspection. A significant number of pupils were keen to show their work and enter into spontaneous conversation. In the many conversations that took

place during the inspection pupils expressed a pride in their school and the absence of deliberate damage to the fabric. The many internal displays testified to this sense of care and respect. The pupils' attitudes and behaviour clearly reflect the sense of community that the school so successfully promotes.

14. In lessons most pupils are responsive, focused and well engaged. They co-operate well in class activities and show a high degree of perseverance. There are many examples of good co-operative learning with pupils listening and responding well. The school successfully uses a wide range of reward schemes to encourage effort and celebrate achievement. Pupils are aware of the boundaries in personal behaviour and little disruption was observed. Attentiveness, enthusiasm and diligence are the predominant factors of relationships between teachers and pupils.
15. Pupils with special educational needs have good attitudes to work and are well-behaved. They have good relationships with teachers, learning support assistants and each other.
16. Around the school the majority of pupils are orderly and well behaved. The grounds are free of litter and pleasing in overall presentation. Although some of the older accommodation does not enhance the appearance of the site the premises manager clearly works hard to ensure a clean and pleasant environment that the pupils can safely use and respect. There is good social interaction between the pupils at play and lunchtimes with them being helpful to one another and organising their own games. They properly observe and co-operate with the lunchtime conventions that are necessary to manage the complex task of feeding such a large school population in restricted accommodation.
17. Attendance at the school is good. The majority of parents promptly inform the school of the absence of a child. In cases of concern the school initiates follow-up procedures that quickly establish the reason for absence. The registers and registration procedures are reassuringly secure and fully meet statutory regulations, with the data being entered daily to provide readily accessible information on attendance matters.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching was judged to be satisfactory or better in 94 per cent of all observed lessons. Good teaching was seen in 39 per cent. Very good or excellent teaching was seen in a further 11 per cent of lessons. These figures represent a significant improvement since the last inspection when only one in five of all lessons seen were satisfactory or better. The quality of teaching is judged to be good overall for children under five, and consistently good in the nursery. Generally teaching is satisfactory in Key Stages 1 and 2. A common feature in the six per cent of lessons that were unsatisfactory was that the work was not matched appropriately to pupils' prior knowledge and understanding. In consequence, learning opportunities were lost, and pupils did not make enough progress.
19. Examples of good teaching were seen throughout the school. During good lessons pupils benefit significantly from challenging tasks which capture their attention and focus well on their stages of learning. The quality of teaching in the nursery is consistently good because children are involved in an exciting variety of skilfully structured activities. They achieve well in lessons and over time because the skills are developed systematically through very good learning opportunities. Adults use questions skilfully to help children think about their answers. In English, the quality of teaching is satisfactory though some teachers are better than others at planning

activities for groups of pupils of varying abilities. In mathematics, teaching is satisfactory overall and better in Key Stage 1 than in Key Stage 2. In the best lessons teachers enable pupils to make good progress by setting challenging tasks appropriate to their knowledge and understanding as, for example, in Year 3 where higher attaining pupils were making their own Arithmagons. The main weakness in some mathematics teaching is that planning for individual lessons follows a published scheme of work and is not adapted, lesson by lesson, to match the previous knowledge and understanding of the pupils. This results in frustration and little learning for some groups of pupils. Teaching is good overall in science and in the best lessons teachers use the correct scientific language and skilful questioning to enhance pupils' learning. However, in some Key Stage 2 lessons, teachers do not give pupils enough responsibility to set up their own investigations and a valuable learning opportunity is missed.

20. The teaching of ICT in the new ICT suite is good. Lessons are characterised by good planning which allows pupils to work independently and in pairs and make good progress in their knowledge, skills and understanding. However, pupils' ICT skills are not built on in lessons outside the ICT suite and so many learning opportunities for pupils are missed. Teaching in art, design and technology, history, music and physical education is satisfactory. In religious education, teaching is good. It is based on consistent planning, with clear objectives and regular monitoring to check pupils' understanding. Good links are made with issues raised outside the lesson, for example, in assemblies.
21. Teachers' knowledge and understanding are good. Since the previous inspection the development of subject schemes of work has sharpened teachers' awareness of the skills and processes involved in the foundation subjects. A priority for the school is to overcome many teachers' lack of confidence in using and applying ICT skills and software across the curriculum.
22. The teaching of basic literacy and numeracy skills is satisfactory. The introduction of the literacy hour and the national numeracy strategy has had a positive impact on pupils' learning; for example, there is now good continuity in the development of numeracy skills across year groups. Areas for development in numeracy include greater challenge for pupils in their mental arithmetic work and more focused group work. In literacy the main area for development is to use assessment data better, in order to pinpoint the needs of individual pupils and how to support them.
23. Teachers' planning is satisfactory overall. However, its impact on learning is less effective when lesson plans do not give sufficient attention to the needs of all groups of pupils. For example, in some lessons commercial worksheets in mathematics are not matched to pupils' skills and understanding. However, there are good examples of planning throughout the year groups. For example, in a well-structured Year 2 English lesson the whole class discussion on phonemes was followed by specific group activities in which pupils worked at tasks that built on their prior knowledge and understanding.
24. In most lessons teachers have high expectations that pupils will behave well and work hard. A feature common throughout the school is the effective management of pupils. In the best lessons teachers challenge pupils to think hard and deepen their knowledge and understanding through searching questions and drawing out ideas from pupils. For example, in a Year 6 lesson pupils were skilfully guided by the teacher to explore their own feelings on selfishness and jealousy in their study of Buddhism. Pupils responded well and extended their understanding of the issues involved. However, overall teachers' expectations of pupils' attainment are only satisfactory because of the

variation between teachers in matching the work they set to the previous learning of pupils. Teachers' use of time and resources is generally satisfactory.

25. In contrast, a general weakness in the teaching is that teachers do not use the assessment data available in the school sufficiently in their planning. On occasions higher, average and lower attainers find the work too easy or too hard. For example, in English there is sometimes insufficient support for slower learners, with the result that they are not able to complete their work or make satisfactory progress.
26. Most teachers mark work regularly. Some marking is sketchy, or consists of encouraging comments but does not show clearly enough how the work could be improved. In English, the policy for marking is inconsistently applied and on occasions pupils' work is excessively marked but does not give guidance on priorities for improvement. Teachers have consistently high expectations of pupils' presentation of work and handwriting and these are generally good throughout the curriculum. Overall, teachers' use of homework is satisfactory. However, there is some inconsistency between teachers.
27. The quality of teaching of special educational needs pupils who are withdrawn is good. For example, in a Year 2 group, careful planning resulted in good learning taking place. Pupils gained confidence and skills when expressing themselves in words and writing. Pupils with statements for special needs are well supported in class by learning support assistants. Teachers have copies of the individual education plans. However, some targets are not sufficiently specific to enable teachers to support these pupils effectively. This aspect is being addressed by the special educational needs co-ordinator. The school has plans for the co-ordinator to work in class instead of withdrawing groups.
28. The small number of pupils who speak English as an additional language make good progress because teachers and support assistants work closely to ensure that pupils have access to the classwork.

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

29. Since the last inspection, there has been satisfactory improvement in the curricular and other opportunities offered to pupils. Planning is now carried out for each individual curriculum subject, showing its distinctive features. However, less improvement has been made in providing opportunities for independent learning through research and problem solving.
30. The curriculum is broad and balanced, provides a satisfactory range of learning opportunities for pupils at each key stage and prepares them for the next stage of education. It includes all subjects of the National Curriculum and religious education, and meets statutory requirements, including those for sex and drugs education. Personal, social and health education is carefully planned, and is a discrete part of the school curriculum. Appropriate emphasis is given to English and mathematics, with daily sessions for numeracy and literacy. Although ICT skills are being well taught, few opportunities are planned to use these to support learning in other subjects of the curriculum.
31. The school satisfactorily promotes equality of opportunity. There is a strong ethos of respect and care for each pupil. Boys and girls work together equally in all subjects and get on well at playtimes and lunchtimes. The provision for pupils with special

educational needs is satisfactory. They have access to all the opportunities within the school. The needs of pupils with statements of special educational needs are met well by the learning support assistants assigned to them. Support for other pupils on the register relies on teachers planning appropriate learning activities within lessons and this is not always apparent. The match of learning activities to special needs, and to the whole range of ability, is, however, not always apparent in lessons.

32. The school's accommodation somewhat restricts the curricular opportunities offered. The school hall is used daily for two assemblies and lunches, and, for the size of school, restricts the time available for activities such as gymnastics and dance. The small size of some classrooms, along with some limited facilities, restricts the opportunities that can be provided for group and investigative work. Although useable, older computers and software limit the opportunities to fully develop the use of information and communication technology skills.
33. There is a satisfactory range of extra-curricular activities which provide a variety of sporting and other opportunities. Whereas the provision for sport, including competitive sport, is good, the opportunities in other curriculum areas are limited to Jamboree, a Christian meeting for Years 3 and 4, a reading club for Years 1 and 2 and a performing arts group for Key Stage 2. Many pupils take part in plays and concerts which parents judge to be impressive.
34. School visits, for instance, to the National Gallery, the Cutty Sark and Hever Castle, enhance the curriculum. Residential trips are offered to Year 5, with an environmental focus, and to Year 6 with an emphasis on outward bound activities. Visitors to the school, such as theatre and music groups and speakers on different topics which pupils are studying, add to the opportunities provided. Pupils make satisfactory use of the local area in their studies, for example, looking at the shops, churches and other facilities, and people from the local community, such as policemen and firemen talk to pupils. There are good links with partner institutions. Other local nurseries are visited and any concerns discussed before pupils enter school in Reception. Year 6 teachers liaise well with Year 7 teachers. Pupils are able to visit their allotted schools. Sporting and science activities are organised for pupils by secondary schools. A local secondary school makes an annual health and safety audit of the school as part of its studies.
35. The school's provision for spiritual, moral, social and cultural development is good. There is a co-ordinator for these areas, and the policy clearly sets out how they are a part of the whole curriculum.
36. Spiritual development is well promoted, mainly through assemblies and religious education lessons. Local clergy within the wider community contribute regularly to the Monday morning assemblies. Planned key stage assemblies provide opportunities for pupils to respond sensitively to song, music and prayer. Care is taken to establish a reflective atmosphere through the playing of music, the quietness that is expected of pupils, and the lighting of a special candle. Pupils develop an understanding and respect for the beliefs of others through their studies of Christianity and other world religions, for example, pupils in Year 6 discussed the teachings of the Buddha, and were encouraged to express their own views on them.
37. The provision for pupils' moral development is good. They are taught the difference between right and wrong. Assemblies often have moral themes and pupils have the chance to discuss issues in personal, social and health education lessons. Rules are clearly displayed in classrooms, some of which are discussed and formulated with the pupils. Good behaviour is recognised through teachers' use of praise and encouragement, and in celebration assemblies. All adults who work in the school

provide good role models, and the quality of relationships between all members of the school community is particularly good.

38. Good provision is made for social development. Personal, social and health education lessons provide planned opportunities to discuss a range of social issues. Pupils are given opportunities to work together in literacy and numeracy and in other lessons. All pupils are given responsibility within the class, for example taking registers, giving out materials and tidying up after lessons. Older pupils have responsibilities around school, such as looking after younger pupils during wet playtimes and working the overhead projector for assemblies. There are school council representatives from each class who are expected to explore and report on any issues raised. Fund raising activities are organised. The school council has helped with the introduction of playground equipment and are now looking at ways to store it. The provision of extra curricular activities, particularly competitive sport, gives further opportunities for social development. Personal and social skills are also promoted through visits that pupils make, especially the residential visits made in Years 5 and 6.
39. There is good provision for cultural development. Pupils have an awareness of different cultures past and present, developed through art, geography, history, music and dance. The school held an international dance afternoon when pupils were involved in dances from different cultures and countries. Displays on India and Africa, with art, artefacts and pupils' writing, show an understanding of cultural differences. Religious education lessons provide opportunities to look at the cultures linked to world religions. There are some books used in literacy which reflect life today in multi-cultural Britain, but the range of similar books in the libraries is limited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Overall the standard of welfare, health and safety arrangements and child protection measures that the school provides is very good. Learning in a secure and caring environment is central to the ethos of the school. The school's policies in respect of these matters aim to safeguard pupils' well-being and promote their development.

41. The school shows a vigorous commitment to the care of its pupils with secure and comprehensive procedures for ensuring their protection and welfare. Its Child Protection Policy follows local education authority guidelines with the headteacher as the named person. Regular discussions on child protection issues, together with a review of pupils thought to be at risk, are undertaken to ensure that all staff are conversant with current practice and aware of vulnerable pupils. The school has frequent contact with the educational welfare officer and has the support of other responsible agencies to secure pupils' welfare. The headteacher, in her role as the child protection co-ordinator, encourages all her staff to be observant and sensitive to the physical and emotional condition of pupils and to report immediately any concerns they may have. There is a high level of awareness and knowledge of pupils' family circumstances, particularly by the office staff, that is used effectively to alert the headteacher to any concerns about pupils.
42. The school provides good support for pupils with special educational needs, who are valued as members of the community. The provision indicated in Statements of Special Educational Needs is fully implemented. The assessment procedures are satisfactory and are in the process of being further developed. Pupils are placed on the register of special educational needs in consultation with the class teacher, the special educational needs co-ordinator and parents. Pupils have individual education plans which set out the targets to be achieved. However, these plans are often too general and lack specific targets to aid learning. The school is in the process of addressing this issue and individual education plans are being up-dated. Good support is provided by outside agencies.
43. The health and safety policy is well met in practice. Pupils are well known by the staff and all were addressed by their first names by their teachers. Many of the support staff are familiar with the personal details of a large number of pupils. This knowledge does much to ensure that all pupils can work safely in a secure environment. A regular review of the premises is made and matters of concern acted upon promptly. Fire notices are clear and fire drills and evacuation procedures regularly rehearsed and recorded. The caretaker makes regular checks to ensure the school building and grounds are secure and free from hazards. First Aid provision is good, with named staff members trained to a nationally recognised standard. The school has a designated medical treatment room with appropriate supplies and equipment to deal with minor injuries.
44. The school's attendance rate was above the national average for the last statistical year and unauthorised absence was below, thus endorsing the school's positive approach towards attendance. There are very good measures for maintaining and promoting this regular attendance. Both rewards and sanctions are used effectively. Good attendance is valued and formally recognised alongside other notable conduct and academic achievement. Monitoring attendance is very good with secure procedures. Most parents inform the school of authorised absence and the school's policy of rapidly following up unexplained absence underpins its child protection measures as well as raising general attendance. Registers and registration procedures meet statutory requirements. Punctuality is good and the school day starts promptly.

45. The school places great importance on the arrangements for the care and development of its pupils in personal and academic programmes. Parents are in general agreement that the school has a pleasing atmosphere and that it helps their children become more mature and responsible and provide a good standard of education. The school promotes an ethos of co-operation, tolerance and reflection that effectively fuses this large school population into a pleasant and harmonious community. Parents feel that the school is a caring environment largely free from bullying, racism or other anti-social and disruptive behaviour. Pupils are encouraged to approach the staff with their concerns and many instances of mutual affection were seen during the inspection. Assemblies, together with personal and social education lessons, are used effectively to reinforce the school's core values of good conduct and care for others.
46. Procedures for assessing pupils' attainment and progress are good. There is a comprehensive database tracking pupils' progress in detail from the time of their entry to the school. However, many parents feel that they are not fully informed regarding their child's progress and that the use of bland statements to describe academic ability and progress are not especially helpful. The available information is not used at present sufficiently to inform parents, although this issue is to be addressed by the present headteacher in the near future. Little use is made of the range of assessment information to inform teaching, curriculum planning or to meet specific individual requirements. The progress of classes and individual pupils can be monitored with precision as they advance through the school but the practical application of this information has yet to be fully implemented in tracking pupils' progress to provide targeted learning support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The parents' meeting, their response to the questionnaire, together with informal discussions held with them during the inspection, show a good level of satisfaction with the effort the school makes to maintain high standards of work and behaviour. Parents consider that the school educates their children well, that it promotes good values and provides a safe learning environment for their children. Inspection findings support this positive view. A concern expressed by a few parents that cases of bullying were not satisfactorily dealt with was found to be mainly due to differences in the interpretation of the term and a general decline in the routine articulation of the school's position in this matter. The recently appointed headteacher is introducing a range of measures to promote greater awareness of bullying and its consequences.
48. The school has a very good range of productive and consistent links with parents that help in pupils' learning and social development. An extensive range of meetings, both informal and formal, together with a well-supported Parents' Association and committed governing body, promote and sustain effective links between the school and parents. The Parents' Association organises a large number of successful social events such as the annual pantomime, a November firework display and bazaars that not only raise funds for school projects but also brings together parents, children and teachers in agreeable circumstances. Additionally, the fund raising activities and personal commitment of the association were instrumental in preparing the school's new computer room and its attractive millennium pebble garden. The majority of parents see the staff as pleasant, helpful and dedicated to the task of educating and caring for their children. Parents attributed the increased confidence and self-esteem of their children to the school's strategy of reward and encouragement, underpinned by a

sound approach in the teaching of moral values and the maintenance of strong community links.

49. The school encourages the involvement of parents in its educational planning as well as its social life. Parents exercise influence through membership of the governing body as well as their routine contact with teachers and support staff. The school sees parents' involvement in the education of their children as fundamental in the push towards the higher standards that it has set itself. From the inspectors' formal meeting with them, a review of their letters and questionnaires and informal discussions during the inspection, there is evidence that parents consider themselves very fortunate to have secured a place for their children at the school. Despite some comments concerning inconsistencies in homework, the school succeeds in engaging parents as much as possible in its plans and activities, and the overall impact of parents' links with the school is very good.
50. The information the school provides for parents is good. The school prospectus is clear and informative. The governors' report to parents fulfils statutory requirements and is written with the reader in mind. Regular newsletters keep parents in touch with school events and plans. The reports parents receive about their child's progress are satisfactory, if lacking in detail. Some parents feel that they are too bland and are insufficiently specific to provide them with an accurate picture of their child's progress. The school bursar and ancillary secretary play a pivotal role in advising parents on the correct course of action in matters concerning their children and arrange appointments with the appropriate staff member if necessary.
51. The school has been successful in fostering good links with parents of pupils with special educational needs. This was highlighted as a weakness in the previous inspection report and has now been addressed. There are good arrangements for parents, who are regularly informed of their child's progress. The school carries out annual reviews and shares the relevant information with parents. Letters of appreciation from parents have been received by the school.
52. Parents make a good contribution to their children's learning at home and at school. Evidence of their input is gained through comments in the Home/School diary and Home/School Reading Record that show details of the work undertaken and the standards attained. Monitoring of these on regular basis forms part of the headteacher's routine to ensure they make a meaningful contribution to tracking pupils' progress. Overall, the headteacher places great emphasis on activities that strengthen relationships between the school and parents. The school regards the contribution that parents make to children's learning as crucial and makes every effort to encourage their active participation in that process.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. There have been three headteachers, including one acting headteacher, in post since the last inspection. Despite these changes, a largely long-serving and experienced staff, with the support of governors, have continued to provide a stable and positive learning environment. Under the leadership of the newly appointed headteacher, staff morale continues to be good and the school has maintained its positive image with prospective parents and within the wider community.
54. The headteacher has a clear vision of how the school should develop but is still weighing up strengths and weaknesses in standards, curriculum and staffing. The

management structure was an issue in the last inspection and it remains an issue for the new headteacher. Roles of senior managers are being reviewed in the context of the embryonic performance management policy. All teachers are clear that the main whole-school priorities are to build on the improving standards in literacy, numeracy and information technology. However, effective use is not made by subject co-ordinators of the good analyses of assessment data in their short term planning. In consequence, the needs of groups of pupils are not always addressed appropriately.

55. The management of the Foundation Stage is good and planning reflects the national changes to the Early Learning Goals and the introduction of the Foundation Stage. The English co-ordinator has been effective in advising and assisting staff in implementing the Literacy Hour but she has had little opportunity to evaluate strengths and weaknesses in teaching through lesson observation. In mathematics, all teachers have been observed but little evaluation has followed so that opportunities for the co-ordinator to develop an additional focus on group work have been missed. The management of science has been satisfactory and assessment procedures are good but action plans for raising standards are not in place. Management of ICT has improved significantly since the last inspection and a good action plan is being implemented which will ensure that all teachers have access to appropriate training. Religious education is well managed, along with the provision of English as an additional language. The management of other foundation subjects is satisfactory.
56. The special educational needs co-ordinator is new to the school, but has already drawn up good plans to improve the effectiveness of provision for special educational needs pupils. Learning support assistants are provided for pupils with statements. They liaise with both the Special Educational Needs Co-ordinator and class teachers and provide good support. The governor with responsibility for special educational needs is very supportive.
57. The staff work together well and are committed to the welfare of the pupils. This gives the school a clear sense of purpose and the school's potential for improvement is good. Strengths highlighted in the previous report, for example, a cheerful school, courteous and friendly pupils and consistently high expectations of good behaviour, have been maintained, whilst some weaknesses have been addressed. Pupils now benefit from teachers' greater understanding of the skills and processes which create the distinctive nature of each individual curriculum subject. Standards in English, mathematics and science continue to rise broadly in line with the national average. Less progress has been made in developing management structures, mainly because of the changes in leadership. There has been limited progress in teachers' planning for work which builds on pupils' prior knowledge and understanding. School priorities are clearly indicated in the school development plan and are being reviewed as part of the introduction of the school performance management policy. The targets set by the school for English and mathematics are achievable and reflect the school's realistic commitment to raising standards.
58. The governing body has successfully maintained the positive ethos of the school during a challenging three year period. The school is meeting all statutory requirements. The school continues to target its budget carefully to support the priorities for improvement that it has identified. Effective use is being made of specific grants to support the development of new technologies. The school has an effective range of financial control measures which ensure that expenditure is properly authorised, validated and monitored by the headteacher and governors. These controls are complemented by efficient school administration. The small number of recommendations in the most recent audit carried out by the local education authority have been fully addressed.

59. The governing body and headteacher ensure sound financial planning. The school budgets systematically for all expenditure through its development plan. Members of the governing body bring financial expertise to the school and the finance committee meets regularly to oversee financial matters and decisions. By necessity, a major focus of strategic planning has been on improving the school buildings and the governors have made a successful bid for government monies for improved facilities. Governors apply "best value" principles in their decision making. Specific grants are efficiently used to ensure the learning of pupils with special educational needs and those who speak English as an additional language. Good use is made of the staff and resources to support the learning of these pupils.
60. There is an appropriate match of number of teachers to the demands of the curriculum. The teaching staff are well qualified with a wide range of experience. Systematic arrangements to provide subject co-ordinators with time to monitor the quality of teaching or standards of attainment are at an early stage of development.
61. Arrangements for the induction of new staff are satisfactory. Appraisal arrangements are being reviewed. Teachers have access to a full range of training opportunities in line with the school's priorities as set out in the school development plan. Training for literacy and numeracy has increased the basic training for all staff in school time, and specialist co-ordinators are released to attend specialist meetings with advisers.
62. The school's buildings are difficult to manage. For example, the school hall is used for teaching gymnastics, dance and drama as well as being timetabled for two assemblies a day. In addition, it is used for lunches. Inevitably these restrictions affect the quality of education offered to pupils. Even when the new buildings are completed many classrooms will continue to be too small for some group activities and thus to limit the development of practical work and independent learning. There are very good displays in some classrooms and corridors which contribute significantly to the creation of a learning environment which celebrates what pupils can achieve. However, pupils' work on display is sometimes spoilt by leaking roofs.
63. There are sufficient resources for the requirements of the curriculum to be met. At Key Stage 2, the library is in need of updating and refurbishment, and learning resources in mathematics remain unsatisfactory. There is insufficient software for pupils to apply their ICT skills in other subjects of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve standards of work and the pupils' learning, the governors, headteacher and staff should:

(1) Raise standards across the school by implementing the new monitoring and evaluation policy as part of the school's performance management plan in which:

- there are clear, measurable targets for improvement, and criteria for judging the effectiveness of teaching and learning;
- teachers use the extensive assessment data and analyses more effectively for their lesson planning
- learning activities build on pupils' prior knowledge and understanding;
[Paragraphs 19,23,24,25,29,46,54,57,99,105,111]

(2) Improve the standards in mathematics in Key Stage 2 in order to maintain and improve on the good standards in Key Stage 1 by:

- using the information from the collected data to ensure all pupils have full access to areas of the National Curriculum for mathematics;

providing a programme of work to include:
mental calculations and strategies,
problem solving and investigations,
data handling,

- improving standards of teaching by:

providing more focused teaching support to specific groups,
following more closely the framework of the National Numeracy Strategy,
identify in planning for other subjects the opportunities for pupils to practice and use basic numeracy skills.
[Paragraphs 6,55,99,103,105]

(3) Improve pupils' skills in information and communication technology (ICT) by:

- implementing the proposed action plan to ensure that all teachers develop confidence in developing pupils' ICT in the classrooms;
- integrating ICT into the subject schemes of work;
- extending the range of software available to support pupils' work in all subjects.
[Paragraphs 7,21,30,63,105,109,133]

In addition, the following weaknesses not included in issues for action should be considered by the school:

- Improving the range and provision of texts in the Key Stage 2 library;
- Identifying more specific targets for pupils with special educational needs in their individual education plans.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	96
Number of discussions with staff, governors, other adults and pupils	54

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	10	39	44	6	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	573
Number of full-time pupils eligible for free school meals	0	14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	12
Number of pupils on the school's special educational needs register	5	137

English as an additional language

	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	47	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	39	38
	Girls	35	35	33
	Total	69	74	71
Percentage of pupils at NC level 2 or above	School	82 (87)	88 (94)	85 (98)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	40	43
	Girls	34	35	36
	Total	68	75	79
Percentage of pupils at NC level 2 or above	School	81 (88)	89 (95)	94 (95)
	National	n/a (82)	n/a (86)	n/a (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	48	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	40	38	43
	Girls	37	29	39
	Total	77	67	82
Percentage of pupils at NC level 4 or above	School	85 (67)	74 (81)	90 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	37	42
	Girls	35	34	39
	Total	70	71	81
Percentage of pupils at NC level 4 or above	School	77 (76)	78 (81)	89 (84)
	National	n/a (68)	n/a (69)	n/a (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	3
Black – other	9
Indian	6
Pakistani	2
Bangladeshi	0
Chinese	3
White	481
Any other minority ethnic group	15

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	22
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	245

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	36

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	949,392
Total expenditure	920,861
Expenditure per pupil	1,481
Balance brought forward from previous year	21,241
Balance carried forward to next year	30,693

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	625
Number of questionnaires returned	234

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	5	1	0
My child is making good progress in school.	41	48	9	1	0
Behaviour in the school is good.	20	67	8	1	3
My child gets the right amount of work to do at home.	22	55	14	3	3
The teaching is good.	33	56	6	0	4
I am kept well informed about how my child is getting on.	23	46	26	3	1
I would feel comfortable about approaching the school with questions or a problem.	48	41	9	1	0
The school expects my child to work hard and achieve his or her best.	36	53	6	1	3
The school works closely with parents.	24	45	22	4	4
The school is well led and managed.	30	50	8	1	9
The school is helping my child become mature and responsible.	28	59	7	0	5
The school provides an interesting range of activities outside lessons.	11	38	27	8	13

Other issues raised by parents

None.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Children enter the nursery class at the beginning of the term in which they become four years old. They attend part-time for a two and a half hour session in the mornings or afternoons. They usually attend the nursery for a year before entering a reception class at the beginning of the term when they are five years old. They attend the reception class full-time. The nursery class caters for 26 children in the morning and 26 in the afternoon and is staffed by a teacher and a qualified nursery nurse. Each of the reception classes caters for up to thirty children, of which about half have not attended the nursery. They are each staffed by a teacher and a teaching assistant.
65. Most children enter the nursery class with a level of attainment which is similar to that seen nationally. By the time they reach the end of the Foundation Stage at the end of the reception year, most are achieving in line with national expectations and some are achieving above the national expectation for their age group.

Personal, Social and Emotional Development

66. By the end of the reception year, most children achieve the Early Learning Goals for the Foundation Stage in personal, social and emotional development.
67. Children settle happily into the nursery class. Provision for their personal, social and emotional development is very good and they respond well. Staff make home visits to the children before they begin attending the nursery. This has a positive impact on the quality of home-school relationships and the children's sense of security and well being, as the adults already know their parents and home circumstances before they come to school.
68. Children quickly become confident and are eager to learn and try new experiences. They form sound relationships with adults and other children. They co-operate well, share materials and take turns to use equipment appropriately. They understand the difference between right and wrong and they abide by the rules and routines of the nursery. They show respect for materials and property and they care for living things, for example, their plants in the garden. They are beginning to learn something about other cultures, for example by seeing and dressing in Indian clothes, by eating with chopsticks and looking at picture books about life in other places.
69. In reception classes, all these aspects of learning are further developed and children without nursery experience are soon happily integrated into school activities. By the end of the Foundation Stage, children develop greater responsibilities. They can work independently when appropriate, they are at ease in the whole school, including staying for lunch, attending assemblies, taking part in whole key stage playtimes and they gradually find their way round a large building. They concentrate well at self-chosen and teacher-directed activities, listen attentively to adults and co-operate well as a whole class or in smaller groups. They are enthusiastic about their work and activities and remain well motivated to learn as they are confident in their setting. They are aware of the needs of others, help and support each other and co-operate with adults. They are able to organise activities themselves when there are opportunities to do so.

Language and literacy

70. By the end of the reception year, most children achieve the Early Learning Goals in language and literacy for the end of the Foundation Stage and a small proportion attain a higher level.
71. Most children speak confidently to each other and to adults. They have a satisfactory vocabulary and general knowledge for their age group and they can talk about events in their lives. They listen attentively to adult talk, to stories and poems and soon learn the words of songs. In the nursery, they show sound control of pencils and crayons when drawing and beginning to write their names on labels for models and to copy captions relating to their drawings. They recognise their names and some words and enjoy sharing books. They know that in English print carries meaning and goes from left to right and top to bottom. They know some letter sounds and enjoy taking books home to share and begin to read. In the reception classes, these activities continue and there is further teaching of letter sounds and shapes and early reading skills. Most children can re-tell stories and they enjoy poems and rhymes and undertake more complex conversations. Many children begin to read caption books and rhymes for themselves and begin to write some words and sentences of topics which interest them. Currently, they are 'writing' bills in the class "Travel Agency". As they get older, children have more opportunities to contribute to class books and to become authors and illustrators of books on topics of their choice, for example My family, I can, I like, Cars, My journey, which can be read by others. In this way they can see the link between talk, reading and writing and see a real purpose for their work.

Mathematics

72. By the end of the reception year, most children achieve the Early Learning Goals in mathematics for the end of the Foundation Stage.
73. In the nursery class they have opportunities to sort and count objects, and recognise and write numbers to ten or more. They colour number patterns and know names of shapes. Children enjoy working with sand and water and they understand such concepts as full, half full, heavier, more, less. Some make sensible estimates about the capacity of two containers of quite different size by using the smaller one to fill the larger. Children compare the sizes of things when using construction materials and when making models. They thread beads in patterns and begin to understand sequences. They enjoy number songs, rhymes and counting activities. Many of these activities continue in the reception classes. Children recognise and write numbers to ten and twenty or more, they begin to understand simple addition and subtraction in practical activities and continue with practical problem solving involving length, weight and capacity. They enjoy number games involving matching and counting and by the end of the reception year most will be able to make simple recordings of their work.

Knowledge and Understanding of the World

74. By the end of the reception year, most children achieve the Early Learning Goals in knowledge and understanding of the world for the end of the Foundation Stage.

75. In the nursery, children observe living and growing things, use magnifiers appropriately and investigate the properties of materials. They talk confidently about current and past events in their lives and begin to have sound knowledge of the local environment. Good early scientific experiences come as they watch seeds grow and observe the tiny insects in the garden. They learn how to use the arrow keys on the computer. Children cut, fold and join materials to make models. They enjoy using a range of construction and small world materials and are keen to find out why things happen and how they work. Good provision is made for a range of role play. Children are learning about the clothes and food enjoyed in other countries. Many of these activities are continued and extended in the reception classes, though currently they are not so well resourced. At present, children in the reception classes are learning about growth and the human body. They also enjoy role play in the travel agency and when using radio controlled miniature vehicles. Cooking provides good opportunities for children to learn about how things change when they are mixed together and heated or cooled. These practical activities provide good early opportunities for careful observation and problem solving.

Creative Development

76. By the end of the reception year, most children achieve the Early Learning Goals in creative development for the end of the Foundation Stage.
77. In the nursery, children have regular daily opportunities to paint subjects of their choice, to use dough and clay, make models from waste materials, to print and make collages. They can explore sound using a range of home made and manufactured instruments and they enjoy singing and music making. They have opportunities for a range of role play and small world play in which to express ideas, thoughts and feelings. They have good control of materials and concentrate on activities for long periods of time.
78. In reception classes, currently there are fewer of these activities available and there is some shortfall in resources to support role play, small world activities and complex construction activities. Children's paintings, drawings, collage and model making tends to focus on subject matter chosen by the adults to fit a theme, rather than being a means whereby children can express their own ideas, solve their own problems and develop their own imagination. Opportunities for music making and dance are limited by the lack of availability of the hall or alternative indoor space.

Physical Development

79. By the end of the reception year, most children achieve the Early Learning Goals in physical development for the end of the Foundation Stage.
80. Children in the nursery and reception classes handle tools, objects and malleable materials safely and with increasing control. They can cut, colour, draw, model and paint effectively and show good levels of fine co-ordination for their age group. The nursery children use the slide, climbing frame and simple wheeled toys with ease and enjoyment. They have a small outdoor area and sometimes they use the larger grassed areas for activities with small apparatus. The reception classes use the playground and outdoor space near their rooms for outdoor activities and children show sound control in their movement when using small apparatus. Their access to climbing and balancing equipment is more restricted as they share the use of the hall and large apparatus with twenty other classes.
81. Teaching is consistently good in the nursery and generally satisfactory or good in the

reception classes. All staff have good relationships with children and generally support their learning effectively. Where teaching is good, sessions are well planned with a range of activities which build on children's experience and extend their learning. Adults are skilful in developing children's understanding through discussion and by careful input or challenging questions. Sensitive support takes learning forward and appropriate resources are arranged to support the work. The organisation and management of sessions ensures that children can concentrate on their work and activity for sufficient time to complete it. Adults are well deployed and do not over-direct the work. Where teaching is unsatisfactory the adult input is too long or not well matched to the children's stage of development, or there may be too few challenging activities available for older or more able children, or too few resources available to support learning. There may also be insufficient opportunities for children to express their own ideas or use their own interests as starting points for learning.

82. Good contact is maintained with parents and records are kept of each child's development, beginning in the nursery. These are up-dated termly. Baseline assessment is carried out in the first half-term of the reception year. Planning is being changed to reflect the changes to the Early Learning Goals and the introduction of the Foundation Stage. The co-ordinator for Early Years works closely with her colleagues in the Reception Classes and is keen to gain more resources for their classes. The nursery is well equipped and the school plans to increase resources for the Foundation Stage.

ENGLISH

83. Overall, attainment in English is just above the national average. In the 1999 National Curriculum tests for seven year olds in reading, the proportion of pupils reaching the expected level was close to the national average, whilst the proportion attaining the expected level in writing was well above the national average. Taking the last four years of national test results, the pupils' performance in reading was close to the national average but their performance in writing was above it. Boys and girls are above the national average in both reading and writing. By comparison with similar schools in 1999, pupils' attainment in reading was below average but close to the average in writing. This represents an improvement on the findings of the last inspection report.
84. In the 1999 National Curriculum tests for eleven year olds, the proportion reaching the expected level was below the national average but the proportion of pupils reaching higher levels was above the national average. So overall, the attainment of 11 year old pupils in English was close to the national average in 1999. Taking the last four years of test results, the performance of both boys and girls was above the national average but overall pupils' performance was below average by comparison with similar schools.
85. Pupil attainment has varied considerably over the last four years. The school states that a particular cohort caused a dip in results for eleven year olds in 1999. The 1999 results for eleven year olds are similar or slightly better than the findings of the last inspection report. However, the unconfirmed results for 2000 are above national average.
86. The inspection findings show that pupils' attainment at the end of Key Stage 1 in reading is in line with the national expectation and a significant number of pupils are likely to achieve above the national expectation by the end of the year. The attainment of pupils in writing reflects the good test results and standards are likely to be maintained. At Key Stage 2, the attainment of many Year 6 pupils in reading is in line with the national expectation already and a significant number of pupils are likely to achieve

above the national average by the end of the year. The school has analysed the results of the 1999 English tests and has already identified areas for improvement in pupils' writing in Key Stage 2. Some pupils are already writing in line with national expectations for the end of Key Stage 2. In Key Stage 1, progress in reading is satisfactory but in writing it is good. In Key Stage 2, progress in both reading and writing is satisfactory.

87. Standards of speaking and listening are just above average at the end of both key stages. Pupils enter school with satisfactory levels of speaking and listening skills and they make sound progress in developing these across the school. Throughout the school, pupils listen well to the teachers and to each other in whole class and group sessions. They make appropriate responses showing that they have listened well and understood the content. All pupils are confident to speak and they respond positively during questioning in literacy lessons. For example, pupils in Year 2 discussed the plight of some baby owls when their mother left them. In Year 6, pupils discussed Kipling's style and use of alliteration to enhance descriptions as they read and studied the story of *The Elephant's Child*. The teacher's perceptive questions helped to take learning forward and increase pupils' understanding and motivation. Pupils participate readily in small group discussions in many lessons. A good example occurred in religious education in a Year 6 lesson on Buddhism. Pupils showed confident use of language as they explored and shared their own thoughts about living, about selfishness, jealousy, materialism and personal goals. In this situation, the teacher's sensitivity, tone of voice and expression ensured that all contributions were valued as she supported their learning. Pupils in both key stages talk confidently about their reading and other subjects which interest them and most are able to explain their work to visitors and to express their views coherently.
88. Standards in reading are already in line with national expectations in both Key Stages. Pupils make a sound beginning in nursery and reception classes and children already enjoy sharing books. They have begun to learn to read by the time they enter Year 1. The school uses a range of books to support children's learning and many children are reading confidently at an appropriate level by the time they enter Year 2. They study a variety of texts during the Literacy Hour and the teaching of phonics is appropriately organised. Parents effectively support pupils' learning by hearing reading at home. By the end of Year 2, most children can read fluently for their age, use indices and locate books in the library. They enjoy reading but the constraints of the current school timetable mean that they have few opportunities to read books of their choice, or a range of factual material during the school day. Although many children are achieving appropriately, those of average and lower ability receive insufficient individual regular skilled support to help them develop their full potential in reading. Teachers use the Literacy Hour effectively to promote and teach both reading and writing skills together with an appreciation of a range of texts. This has a positive impact on the development of pupils' skills and their enjoyment of reading and writing. However, some pupils have insufficient individual support to enable them to develop higher order skills.
89. In Key Stage 2, pupils read with growing independence and increased fluency. They extend their knowledge of authors and increase their ability to read a range of books and materials with greater accuracy and understanding. By the age of eleven, higher attaining and average attaining pupils read from a range of texts with expression, enthusiasm and confidence. They have some knowledge of different genres and authors and they begin to compare their styles. Year 6 pupils are able to discuss Kipling's archaic language and his effective use of alliteration and to compare it with more modern writing. Lower attaining pupils have less well developed skills but are

confident in reading at their level. Pupils know how to locate and use books in the library to obtain information, though there are few opportunities to do this. Currently, as at Key Stage 1, there is little time for pupils to read material of their own choice and lower attaining pupils have insufficient individual support to help them develop their skills.

90. Generally pupils generally achieve above average standards in writing in Key Stage 1 and they make sound progress as they move up the school and are given a range of writing experiences to develop their ability to write for a range of purposes. By the end of Key Stage 1, pupils are writing short stories, exploring poetic form, writing letters, accounts of events and news and their punctuation and spelling are appropriate for their age. They are beginning to use cursive writing. They are able to record work well in all areas of the curriculum.
91. By the end of Key Stage 2, pupils are writing coherently across the curriculum. They enjoy writing stories and accounts of events and they begin to write in different styles for different purposes. They are becoming familiar with more complex words and sentence structures and most know how to use paragraphs appropriately. Teachers ensure the effective development of additional skills, for example, paraphrasing and note taking, as when Year 5 pupils made notes about the characters in the story of Blabbermouth as part of their literacy lesson. Pupils' spelling and punctuation are improving and most work is grammatically correct but the marking policy is sometimes inconsistently applied. Handwriting is generally neat and pupils present work well. Currently, pupils have too few opportunities to write for a range of purposes to help them develop a range of styles. Sometimes less able pupils are given insufficient time to complete work before starting new work so they gain little satisfaction from their efforts.
92. Progress is satisfactory. Pupils' writing increases in length and complexity and they develop different styles. They use dictionaries and reference material appropriately and the regular teaching of spelling and the various grammar exercises help them to develop their skills. Homework makes a good contribution to this. Standards of handwriting and presentation are good and most pupils take pride in their work. Work is effectively displayed where there is available space. Pupils with special educational needs make satisfactory progress, particularly when working with a learning assistant. Pupils use their literacy skills appropriately across the curriculum, though their use of ICT is under-developed in English.
93. Pupils' response in lessons is almost always good. They listen well to the teacher in whole class sessions and only occasionally lose interest. They settle quickly to activities, co-operate well in groups and concentrate well to complete work. They are keen to join in discussions and they respect others' views. They co-operate and work well with adults and other children even in some crowded classrooms. Most pupils have good attitudes to reading and they read regularly at home and many use the public library.
94. The quality of teaching is satisfactory overall, with some good teaching in both key stages. All teachers have secure subject knowledge and use the National Literacy Strategy to plan for pupils' learning. Some teachers are more successful than others in planning activities for groups of pupils of varying abilities who learn at different rates. The good teaching at both key stages is characterised by good subject knowledge and well planned lessons which take account of assessment data and pupils' current stage of development and motivation. There is good organisation and management of group work and adult input, which extends pupils' ideas effectively and focuses well on the

specific content. It also takes account of pupils' own ideas and interests and work is well matched to their abilities, the time available and has a real purpose. Resources are well organised. This helps pupils to be well motivated and purposeful in their approach. Where teaching is less successful, the work does not match pupils' abilities sufficiently, group work is not well planned for varying purposes and the tasks lack challenge or interest for the pupils. Sometimes there is insufficient support for slower learners, and work is not completed appropriately or to their satisfaction.

95. The curriculum for English is based on the National Literacy Strategy. The school uses a published scheme of work to support this but has not yet adapted it to meet the particular needs of its classes and children, though the co-ordinator hopes to do this. The co-ordinator has analysed the results of national tests to help staff identify strengths and weaknesses in their teaching of English. There is a well organised system of formal and informal tests and assessments of pupils' attainment in reading and writing but some staff make insufficient use of this data in lesson planning for different abilities. The policy for marking is inconsistently applied and some pupils' work is over-marked which can reduce their ambition. Some teachers use marking well to make judgements about pupils' learning but marking is not well used to indicate to pupils what they must do to improve.
96. The co-ordinator has successfully assisted staff in implementing the Literacy Hour and offers them advice and support when it is sought. However, the role of the co-ordinator is insufficiently developed to include observation and support in classrooms or monitoring and evaluation of strengths and weaknesses in teaching and learning and planning throughout the school. There are sufficient resources to enable the subject requirements to be met. However, there are too few reference and factual books for general reading and some library books are old and out of date. The Key Stage 2 library needs up-dating and refurbishment. Some old separated classrooms are very small with leaking roofs. This has a negative impact on learning as displays get spoilt, there is no space for a library table or corner and no space for group work or storage of materials. The lack of hall availability or corridor space means that practical activities, for example, drama and play reading by groups are curtailed.
97. Pupils' work in English is extended by visits from theatre groups and writers and by a particular focus on authors during book week. These experiences enrich the English curriculum.

MATHEMATICS

98. At the end of Key Stage 2 standards in mathematics are satisfactory. The results of national tests for the last four years are variable but the overall trend indicates improvement since the last inspection. Attainment in 1999 remained above national averages and results were also above average for those pupils attaining the higher level. However, results for 2000 show a downward trend with pupils' overall attainment reflecting the national average. The school did not meet its agreed target of 83 per cent with only 75 per cent of pupils attaining level 4 and above. Overall attainment is below average when compared to similar schools. These results indicate that standards are not as high as they could be in Key Stage 2 and pupils do not build sufficiently on the high standards in Key Stage 1. This is supported by the findings of the inspection.
99. Standards have been judged using samples of pupils' work from the whole of the previous year in addition to the lessons seen. Throughout Key Stage 2 work in aspects of numeracy is good and pupils develop a good understanding of fractions, decimals and percentages often working above the expected level for their age. They use various methods of recording confidently. Pupils also have a good understanding of reading and plotting coordinates in four quadrants. However, there is insufficient evidence in pupils' recorded work of other aspects of shapes and measures. There is a particular lack of emphasis on using and interpreting data. Use of information technology to support this aspect of mathematics is lacking. This lack of breadth in the mathematics curriculum was also found during the last inspection and is still affecting overall standards by the end of the key stage. There is also insufficient use of pupils' knowledge and understanding of numeracy to support work in other subjects.
100. In the national tests at the end of Key Stage 1 in 1999 the attainment was above the national average and test results for 2000 indicate a similar picture. Standards of attainment are good and the school exceeded its own targets in 2000. In addition, standards are above average when compared with similar schools. There has been steady improvement since the last inspection in this key stage with results consistently above national standards.
101. By the end of the key stage, pupils are competent when working with numbers of up to 3 digits. They understand different processes of addition and subtraction and know by heart two and ten times tables. All pupils use names for common 2-Dimensional shapes confidently although they are not always clear about the properties of shapes when, for example, comparing squares and rectangles. They begin to use standard measurements for length, weight and capacity with accuracy. There is less evidence in the recorded work of problem solving activities.
102. Teaching is satisfactory in both key stages with only two lessons judged as good in Key Stage 2. Overall, higher standards of teaching were seen in Key Stage 1 where some lessons were very good. Only one unsatisfactory lesson was seen. In the majority of lessons teachers demonstrated good subject knowledge using this to teach accurate ways of working with numbers. They set appropriate levels of challenge to pupils at all times maintaining a good working environment using good strategies for retaining pupils' attention. In the majority of lessons the learning intentions were made clear to the pupils and these were mostly achieved. In the better lessons, teachers used mathematical vocabulary well and encouraged enthusiastic activities in mental agility as in a Year 2 lesson when pupils were learning how to combine tens with units; when Year 3 higher attaining pupils were challenged to make their own Arithmagons; when Year 5 used number cards to demonstrate they understood the 8 times table; and when Year 6 pupils used multiples of 6, 7, 8 and 9 writing down quickly their responses.

103. However, in the majority of lessons this aspect of the numeracy session was not sufficiently challenging to improve pupils' mental agility. Planning for individual lessons is limited. Teachers follow a published scheme of work and do not sufficiently match these targets with the prior learning of their class. Teachers do not define the precise knowledge and skills the pupils will learn or how they will assess if learning has taken place. Teachers provide appropriate support for individual pupils but do not use group activities effectively to focus on specific areas of learning. Hence, pupils are not receiving the appropriate level of work matched for their level of prior attainment; this is particularly true for the lower attaining pupils. For example, in less effective lessons lower attaining pupils were struggling with worksheets without appropriate support and were expected to complete too many sums in the time provided. This results in high levels of frustration and a lack of learning. In the one unsatisfactory lesson, the pupils did not apply themselves to their work and did not receive appropriate teacher intervention to keep them on task.
104. Pupils respond well to good teaching demonstrating interest and enthusiasm for their work. They are willing to ask for help and are able to identify their mistakes. However, lack of provision and use of appropriate resources limits their ability to check and support their thinking.
105. The introduction of the National Numeracy Strategy (NNS) has made an impact in that there is good continuity across year groups and pupils' recorded work shows good progress throughout each key stage. Progress accelerates in Year 6 as a direct result of more positive teaching and a greater emphasis on pace of work. There is strong evidence for this both in recorded work and test results at the end of each year. The mathematics co-ordinator has monitored the subject well using data analysis of test results and error analysis of pupils' mistakes and gaps in curriculum coverage. In addition, all teachers have been observed teaching recently. However, evaluation has not taken place and some teachers are not teaching according to the framework of the NNS and frequently missing opportunities to focus on group activities in order to reinforce and improve learning. High levels of resource funding were given to this subject in the last academic year, but learning resources in Key Stage 2 remain unsatisfactory and those that exist are not used confidently by teachers. Although there is an ICT suite, pupils' standards in using information communication technology applied to mathematics are weak.

SCIENCE

106. Standards attained by pupils by the age of eleven in national tests in 1999 were close to the national average but when compared with similar schools were below average. By the year 2000 standards have improved to be above the national average with 90% of pupils achieving standards at or above the national average. Of these pupils 44% achieved above the national average and this is a significant improvement. Teacher assessment of pupils' attainment by the end of Key Stage 1 in 1999 and 2000 shows that pupils are reaching levels above those expected nationally. This is an overall improvement in standards since the last inspection in both key stages.
107. As the inspection was so close to the beginning of the school year, standards have been judged using samples of pupils' work from the whole of the previous year in addition to lessons seen. Standards in science are good. Pupils reach levels above those expected for their age group. By the age of seven, pupils know about the use of electricity in different appliances, how simple circuits are effective and the associated dangers of using electricity even when involving batteries. They also identify the

similarities and differences between materials using their knowledge of the five senses and sort materials into a variety of categories by recognising the different properties. In lessons, pupils reach good levels in observational and investigative skills, for example, when a Year 2 class were re-assembling torches and battery clocks. Pupils have good skills when following instructions, recording observations and communicating what happened in the investigation.

108. By the age of eleven, pupils have an extensive coverage of all aspects of the science curriculum although their investigative skills are less well developed than their scientific knowledge and understanding. Pupils know about the life processes common to humans, plants and animals; such as the need for nutrition through healthy eating, regular exercise to ensure efficient movements and the common reproduction processes. In addition, pupils have a good understanding of the comparative properties of materials and identify the differences between solids, liquids and gases accurately. They experience the process of changing solids by dissolving and using different temperatures. They also have a good knowledge of how to construct a variety of circuits, the effects of magnetism and how light travels from one source and the effects of reflection. In lessons, some pupils are less confident when planning investigations, setting up fair test situations and working together to ensure systematic observations. For example, Year 6 pupils were unsure of the criteria to establish a fair test situation and were hesitant in identifying appropriate observational tasks for each member of the group.
109. The quality of teaching overall is good, but there are variations between very good and unsatisfactory. This is an improvement since the last inspection and particularly in Key Stage 1. In the best lessons, teachers have a clear understanding of what they teach and give clear and succinct explanations that enable pupils to make sequential progress during the lessons. Teachers use correct scientific language such as circuit, dissolving and variables when posing challenging questions and giving directions for the investigations. As a result, pupils make good progress in learning, developing investigative skills and improving observations, particularly in Key Stage 1 lessons. In addition, the teachers' provision of appropriate and sufficient resources such as batteries, wire, thermometers and measuring containers, enables pupils to test out predictions and reach realistic scientific conclusions. Informal assessment of pupils' progress occurs during the lesson and teachers use a formal test of what pupils know and understand after each unit of work. There is little evidence of this summative assessment being used to inform teachers' planning. In the less good lessons, the pace was too slow, the teachers' planning lacked detail of the scientific focus of the lesson and the learning intentions were not made clear to the pupils. As a result, pupils lost interest and enthusiasm; concentration levels fell and they were unable to clearly identify what they should be learning. Some lessons are too long, especially for younger Key Stage 2 pupils and this prevents them making sufficient progress as their concentration level fluctuate and they do not make best use of the time. In addition, in some Key Stage 2 lessons, pupils have insufficient responsibility for planning and setting up investigations. There is very little evidence of the use of information technology to support pupils' recorded work such as tables for data collecting or the analysis of results.
110. In almost all lessons, pupils are well behaved and considerate of other pupils, even when they have to wait too long before being involved in the potentially exciting investigations. They are confident when responding to questions and co-operative when involved in sharing equipment in investigations. They are enthusiastic and interested when given the opportunity to plan and set up investigations.
111. The management of the subject is satisfactory. Regular assessment of pupils'

attainment and analysis of progress over recent years in national tests has been organised by the science co-ordinator. Adequate resources to support the lessons are easily accessible for teachers. Although some monitoring of pupils' work has occurred, the planned programme for the monitoring of standards and the subsequent action that needs to be taken in order to raise standards of teaching or pupils' attainment, has yet to be fully implemented.

ART

112. At the end of Key Stages 1 and 2, standards are similar to those expected from pupils of the same age. Pupils use a variety of media and techniques, including drawing, painting, printing, clay, textiles and collage. They gain skills which are appropriate for the media, and confidence in using their imagination. They develop an understanding of the work of established artists including Van Gogh, Rousseau, Picasso and Dali. They experiment with different colours and patterns to create a desired effect. For example, Year 1 pupils use red, yellow and blue materials. They carefully select these and arrange them to produce a colourful and attractive collage. Pupils in Key Stage 2 acquire secure skills in drawing. Year 4 pupils made Aborigine style pastel drawings showing good use of colour. Year 5 pupils practise drawing eyes, mouths and noses in preparation for a portrait of Henry V111. They discover how depth can be added to these features by using shading. Pupils with special educational needs, higher attaining pupils and those with English as an additional language make satisfactory progress in relation to their prior attainment.
113. Pupils in both key stages have good attitudes. They work sensibly and are keen to share their ideas with teachers and each other. They co-operate on group tasks and are eager to talk about their work.
114. Teaching in both key stages is satisfactory, with one good lesson seen in Key Stage 1. In a Year 2 lesson, the provision of appropriate resources resulted in pupils making good progress in developing new skills. They were given part of a picture and had to use their imaginations to complete the rest. The final work produced by pupils was effective in matching the colour, design and mood. The previous report stated the need to provide pupils with more multi-cultural experiences. This has now been successfully addressed by the school.
115. The co-ordinator provides satisfactory leadership for the subject. Assessment procedures are in place and have been improved since the previous inspection. The resources are satisfactory and are well-used. The Parent Association provided additional money for the purchase of prints and frames. Key Stage 1 pupils visited the National Gallery and pupils' work has been exhibited at Hall Place, Bexley. There are art weeks and art days and these help to further develop pupils' skills in a range of media. A potter has visited the school and sixth formers from local schools have assisted pupils with painting and modelling. Pupils are making squares for the Millennium Hanging in the hall. Displays around the school celebrate pupils' achievement. The attractive pebble paintings outside the lower school library add to the school's environment.

DESIGN AND TECHNOLOGY

116. Pupils are making satisfactory progress in design and technology, and by the time they are eleven their standards of work are typical of most pupils of their age. This shows a satisfactory improvement since the last inspection when standards were significantly below national expectations, mainly as a consequence of the limited range of activities.

The main reason for this improvement has been the introduction of the Qualifications and Curriculum Authority (QCA) scheme of work, which helps to ensure a progression in the planned activities and development of skills.

117. Pupils investigate products and constructions before they start designing. Year 6 pupils look closely at different slippers, and identify their purpose, the materials they are made of and how they are put together. Year 5 pupils look at different biscuits, their taste and texture and the packaging they came in. Year 2 pupils look carefully at different puppets and their construction. This helps pupils make careful designs, sometimes to scale, of the products they are going to make. They label their designs and show how the materials and tools are going to be used. Photographs and examples of previous work show a range of careful constructions, based on designs. Year 5 make musical instruments and cam toys and Year 2 make vehicles. Although most pupils make an evaluation, this is not always recorded.
118. Overall, teaching in design and technology is satisfactory. Most lessons are well planned and resources well prepared, enabling pupils to get on quickly with their tasks. For instance, in a good Year 6 lesson, a range of shelters had been researched by the class teacher and photocopies made for pupils to investigate; in a Year 5 lesson a supply of different biscuits was provided for investigation. In some lessons, less able pupils and those with special educational needs are not well supported, with investigation sheets too difficult to understand and to fill in. Pupils work well together in groups, helping each other, and they show interest and enjoyment in what they are doing. This was evident in an excellent Year 2 lesson where, in the plenary session, pupils talked enthusiastically about the glove puppets they had been cutting out and the difficulties some had met in the task. Pupils' good behaviour and attitudes, along with good classroom management, contribute to the success of lessons and the sound progress that pupils make.
119. The QCA scheme of work for design and technology has been introduced to support the schools' development of the subject, and to help ensure that all strands of the subject are being developed throughout the school consistently, with increasing teacher confidence.

GEOGRAPHY

120. In lessons and work seen the standards achieved by pupils in geography are similar to those expected of their age.

121. By Year 2 pupils are developing an understanding of the environment. When observing features of the seaside pupils are able to identify places on a map, the coastline and that blue represents the sea and green and brown for the land. Pupils are beginning to develop observational geographical skills using the correct terms to describe their findings. For example, they recognise the natural features such as cliffs and use terms as 'man made' for places that are intended for visitors. In their studies of Jamaica pupils explain about tourists and compare the climate with that of their own locality.
122. In Year 3, simple mapping skills are developed and pupils draw maps of routes around the school and identify their own school on an aerial photograph. By the time pupils reach Year 6 they are developing sound geographical skills. In a study of rivers pupils have sound knowledge of the source of a river and the effects of corrosion. Using the correct vocabulary with understanding, they describe the physical changes during its journey to the sea, such as evaporation and condensation. Pupils' knowledge on this topic was further developed during a residential visit to a field centre. Pupils talk with enthusiasm about the practical activities of this visit and the contribution to their learning. Pupils show satisfactory knowledge of Europe and the wider world. For example, they compare the climate in such areas as the polar regions and the desert. They explore the effects on peoples' living in monsoon rainfall areas and compare the amount of rainfall with that in the United Kingdom and display their findings in graph form. The reduction in time and reduced emphasis for the subject recently has led to a lack of depth in some topics.
123. The overall quality of teaching and learning is satisfactory, a proportion good. Good teaching is underpinned by well-focused questioning, encouraging pupils to observe geographical facts and to use the appropriate vocabulary. The impact of this is that pupils label their diagrams accurately with the correct spellings. Generally lessons are well planned to meet the needs of the pupils but standards would improve with more challenging work for the higher attaining pupils by encouraging independent personal research. In lessons where the pace is good, there is a variety of activities, and the pupils respond well settling to work quickly with a clear understanding of the task. Information and communication technology is not included in teachers' planning and is an underused resource, in particular for research and mapping.
124. The management of the subject is satisfactory. The co-ordinator has had responsibility for the subject for only a short period and has as yet to have an impact. However, she has a clear vision for the future development of the subject and the need to monitor teaching to share good practice in order to raise standards.

HISTORY

125. In lessons observed and work seen the standards achieved by pupils in history are similar to those expected for their age. By Year 2 pupils develop a sense of chronology and are beginning to become familiar with the time lines and events. Pupils are know about the lives of famous people from the past that have contributed to the present, such as Florence Nightingale. They know how to find out about the past by talking to older people, such as grandparents. They have an understanding of the importance of pictures and diaries of past events to provide eye-witness accounts, for example The Great Fire of London.
126. In Key Stage 2 pupils understand that the past can be divided into different periods of time. By Year 6 pupils have detailed knowledge of the Tudors. Most of the pupils know about the well-known people from this period and the influence Henry VIII had on social

life, crime, punishment and religion. In their study of Tudor living conditions, pupils compare knowledgeably buildings and the social differences between the rich and the poor. A study of schools during Victorian times has given pupils an understanding of how education has changed over the years. Although pupils have developed subject knowledge and recall information they have not developed historical skills of interpretation and enquiry. Owing to the emphasis on literacy and numeracy in recent years the time allocated to the subject has been restricted and pupils have not developed a breadth of historical knowledge.

127. The quality of teaching is judged to be satisfactory overall in the small number of lessons seen. Generally teachers display good subject knowledge, which enables them to give clear explanations with good questioning to motivate and develop pupils' understanding. A particular strength of teaching is teachers' good pupil management. This gives pupils the opportunity to learn in a calm environment where they feel confident to seek help and join in readily during discussion. These good attitudes have a positive impact on their learning. Where teaching is less effective the learning objectives of the lesson are not clearly defined and there is confusion as to whether the focus is history or geography. This results in pupils being unsure of the task and a loss of interest. Pupils with special educational needs benefit with additional support in class and they make satisfactory progress. However, the learning of the higher attaining pupils is limited and planning is not adapted to their needs. They have too few opportunities for independent work and personal research, using a range of resources, including information communication technology, which is under used in the subject as a tool to promote learning.
128. The management of the subject is satisfactory. The co-ordinator is aware that the curriculum needs reviewing to meet the demands of the revised 2000 curriculum. Although there has been monitoring of teaching this has been on an informal basis and has not as yet had the impact of raising standards. Opportunities for visits to places of historical interest to support pupils' learning have been limited.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

129. Standards in ICT are satisfactory, which shows an improvement since the last inspection, when they were judged to be below national expectations. The recent opening of the ICT suite and the introduction of the Qualifications and Curriculum Authority (QCA) scheme of work are factors that are contributing to better progress and rising standards.
130. By the end of Key Stage 2, pupils can enter data with a spread-sheet and plot a graph from the data. They have a satisfactory understanding of how to present information in different ways. For example, they have made multi-media presentations using music, text and graphics, involving the use of a digital camera and scanner.
131. Pupils make satisfactory progress as they become more familiar with the use of the computer. In Key Stage 1, pupils are able to log on and off, and to select and load programs; they are able to enter text and make amendments, for example putting in spaces and capital letters; they can use ICT to create pictures and for simple data handling. In Key Stage 2, they are able to highlight text and make alterations by changing the font, type size and colour in order to add effect; they can select, import and resize clip art pictures and add text to create Christmas cards; they can use control technology, writing a set of commands to draw shapes on a screen.
132. All teaching took place in the new ICT suite. This contains sufficient computers to

enable pupils to work in pairs during lessons. They do this very well, helping each other and sharing out the set tasks, sometimes with more able pupils supporting less able ones. They are very enthusiastic about ICT and enjoy using the new facilities. The teaching of ICT is good overall; lessons are well planned with clear learning objectives which are shared with pupils. Good introductions to lessons consolidate previous learning and enable pupils to move forward independently, leaving teachers available to give advice and support as required. Despite pupils' fascination with the new revolving office chairs, teachers manage pupils well, enabling lessons to move forward at a steady pace, so that all are able to make good progress in lessons. This was clearly evident in a very good Year 6 lesson on spreadsheets where pupils learnt how to enter data, plot graphs and add titles.

133. Although pupils now have regular ICT lessons, the use of ICT across the curriculum remains unsatisfactory overall. This is due in part to the lack of up-to-date software, and computers in classrooms to match those in the ICT suite, and an inconsistency of use between year groups and classes.
134. The subject co-ordinator is managing the development of ICT well. The QCA materials have been introduced to support the school's development of ICT skills, and are helping to ensure that all strands of ICT are being developed throughout the school with increasing teacher confidence. An action plan has been formulated which will help to ensure access to training for all teachers and the updating of computers and software.

MUSIC

135. At the end of Key Stages 1 and 2, standards are similar to those expected from pupils of the same age. However, in Key Stage 2, a small minority of pupils are capable of achieving higher standards. Pupils in both key stages experience a range of activities which enables them to gain skills in performing, composing and listening to music. In Key Stage 1 pupils listen to different percussion sounds and successfully match these to the sounds made by rain and lightning. In Key Stage 2 pupils compose short pieces in groups and show a secure rhythmic sense when performing to others. For example, Year 5 pupils identified the way a short rhythmic pattern was repeated in a song by the group, Queen. They then invented their own short group compositions and performed these, showing a good awareness of pulse. Pupils in both key stages sing well in assemblies and many develop an accurate sense of pitch. Although pupils play untuned percussion instruments securely, they have less well-developed skills in playing tuned percussion instruments. Pupils with special educational needs, higher attaining pupils and those with English as an additional language, make satisfactory progress in relation to their prior attainment.
136. Pupils in both key stages have good attitudes towards the subject. They enjoy lessons and are sensible when handling the instruments. In Key Stage 2 pupils work well in groups and are attentive when others perform.

137. Teaching in both key stages is satisfactory, with one good lesson seen in Key Stage 2. In a Year 3 lesson, skilled use of questioning enabled pupils to understand how sounds could be used to represent different animals. They created their own effective sound pictures and gave good performances to the class. However, although pupils in Key Stage 2 are given opportunities to play untuned percussion instruments, there is insufficient opportunity for them to develop performance skills on glockenspiels and xylophones. The last inspection highlighted the need to teach music in smaller groups and to provide practical involvement. This has been successfully addressed by the school. Over 70 pupils are involved in extra-curricular provision. There is a choir and an orchestra which rehearse regularly.
138. The co-ordinator provides satisfactory leadership for the subject. Assessment procedures are in place, but are in the early stages of development. The resources are satisfactory and have been improved since the previous inspection. Pupils take part in school concerts and in the pantomime organised by the Parent Association. Key Stage 2 pupils have performed at St. John's Church, Bexley, at Christmas. Around 25 pupils receive instrumental lessons given by peripatetic teachers from the Bexley Music Centre.

PHYSICAL EDUCATION

139. By the end of both key stages, standards in physical education, including swimming, gymnastics and games are similar to those in other schools. Dance is less well developed. By Year 2 pupils show control and awareness of their bodies as they hop, skip and jump. They are aware of their own space and use it sensibly when travelling. In gymnastics they are confident in using apparatus, hold good balance, land correctly when dismounting from apparatus and use the equipment safely.
140. By the time pupils reach Year 6 they move with confidence and work collaboratively to achieve satisfactory levels in games. They are developing good ball skills and, using the correct techniques, can throw and receive with increasing pace and accuracy. When playing competitive games, such as shinty and netball they are fully involved, are aware of the rules, play with a sporting attitude and are mindful of safety issues when tackling an opponent. These skills are reinforced effectively during extra curricular activities, giving pupils the opportunity to raise their own individual levels, resulting in a range of successes during inter-school competitions. Pupils respond well when given the opportunity to organise their own games, which promotes independence and result in a good level of collaboration. In lessons seen the attainment in dance is below the expected standard. The contributory reason for this is the short sessions allocated for the subject. The pressure on 'hall time' causes insufficient time to recap on previous skills and consolidate new ideas and there are limited opportunities for pupils to display their own creative sequences. With the exception of dance standards are similar to those reported in the previous inspection. Pupils with special educational needs achieve standards in line with their peers.
141. The overall quality of teaching and learning at both key stages is satisfactory with some good features. In good lessons planning is clearly focused on the skills to be developed. These lessons are well paced with a range of practical activities resulting in pupils being fully involved and having opportunities to practise and refine their skills. An example of this was in a Year 2 class. When individual pupils were practising their skills on the apparatus, those who were not directly involved were encouraged to rehearse their movements whilst waiting. The impact of this was that all pupils were on task during the lesson, and making good progress.

142. Pupils' learning improves when teachers use their knowledge and understanding to demonstrate skills. This approach was evident during a Year 6 games session. Here a good demonstration of throwing and passing skills resulted in pupils effectively using these learnt skills during a game. Teachers have good discipline, insisting that pupils listen carefully to instructions, so that lessons proceed in a calm manner with an emphasis on safety. In less effective lessons, confined mainly to dance, the planning is inappropriate for the time allowed. This, combined with lack of demonstration, led to pupils being unsure of the task and making slow progress. Learning is increased when pupils are given the opportunity to watch other pupils' work, which leads to an improvement in their own work.
143. The management of the subject is satisfactory but future development of the subject would benefit from the co-ordinator extending her role so as to be more involved with the planning at Key Stage 2 in order to promote continuity and progression.

RELIGIOUS EDUCATION

144. Standards in religious education are above expectations of the locally agreed syllabus. In both key stages pupils study the Christian religion in detail and aspects of a variety of other World faiths. They also have opportunities to explore and comment on a range of human experiences and how these affect their lives.
145. By the age of seven, pupils know many Bible stories and particularly how the parables of Jesus have messages that help them develop attitudes of right and wrong and know how to react to other people and develop good friendships. The symbolism of John's baptism of Jesus and the relationship of people within family structures are understood. From evidence in the recorded work, pupils know about the major Christian Festivals of Christmas and Easter. In addition, pupils have explored the use of The Torah Scroll, the Star of David and the Seder Plate artefacts in the Jewish faith and how and why they were used.
146. By the age of eleven, pupils have built on this good foundation to extend their knowledge and understanding of the Christian Festivals, including the relevance of Lent, the Last Supper, the Crucifixion, and Holy Communion. The development of their understanding of other faiths such as Sikhism, Hinduism and Buddhism is extensive. For example, Year 6 is studying the young life of Siddhartha Gautama and how he developed his beliefs prior to becoming The Buddha. Pupils explored their own feelings in relation to the changes in his life and the issues of selfishness, jealousy and personal goals were discussed. In Year 4, pupils recalled the story of Jesus getting lost in the Temple accurately and related their understanding of how Mary and Joseph would have felt and linked this with their own families. Pupils have expressed their own feelings about how they react to different locations such as home, church, school and hospital. In addition, pupils devised a number of questions to help them understand the nature of dying.

147. Teaching is good. This judgement includes reference to the lessons seen as well as the planning and pupils' recorded work last year. The range of work that pupils have covered during the previous year and the development of the knowledge and relevance of both the Christian and other World Faiths are due to a consistent approach to planning. Teachers have encouraged a good standard of written work and pupils have responded by presenting their work with care and accuracy. In lessons, teachers make the learning intentions clear in planning and they share these with the class in order to support the focus of learning throughout the lesson. Teachers use a plenary session to check on what pupils have understood as a result. The level of pupils' involvement in discussing and comparing religious issues with their own lives is encouraged by good questioning by valuing all pupils' contributions. Teachers also make good links with the issues raised in assemblies and this supports the level of pupils' understanding such as the symbolism of baptism.
148. Pupils respond well in lessons. They show a range of interest and enthusiasm for discussing issues and relate with confidence to the rest of the class their own feelings and opinions. They have learned the nature of good and bad behaviour as a result of these opportunities. They show respect for other peoples' views and listen well during question sessions. In their recorded work they take a pride in presenting their work attractively, using good handwriting and colourful presentations.
149. The co-ordinator for religious education manages the subject well. Planning documents, organising sufficient resources and advising staff all support the good standards achieved in religious education. Although there is no agreed system of assessment in place, the co-ordinator has recently distributed the QCA documents identifying the stages of achievement for both attainment targets in religious education.
150. Overall, standards and teaching have improved since the last inspection.