

# INSPECTION REPORT

## **BICKLEY PRIMARY SCHOOL**

Bromley, Kent

LEA area: Bromley

Unique reference number: 131553

Headteacher: Mrs R Skinner

Reporting inspector: Mrs S D Morgan  
1355

Dates of inspection: 22<sup>nd</sup>-24<sup>th</sup> January 2001

Inspection number: 230290

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Nightingale Lane Bromley
Postcode:	BR1 2SQ
Telephone number:	020 8460 6790
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs D Oram
Date of previous inspection:	First inspection

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1355	Mrs S D Morgan	Registered inspector	Mathematics Science Art and design Design and technology Physical education Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well does the school care for its pupils? What should the school do to improve further?
9595	Mrs S Cash	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
10226	Mrs S Senior	Team inspector	English Information and communication technology Geography History Special educational needs English as an additional language	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?
23315	Mrs I Green	Team inspector	Foundation stage curriculum Music Religious education	

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

### **INFORMATION ABOUT THE SCHOOL**

Bickley Primary is a new school which was opened in 1998. Currently it has 60 full time pupils on its roll in Years 1 and 2 and 30 in the reception class. It is oversubscribed and increasing by one class each year to become a one form entry primary school. There are more boys than girls in Years 1 and 2. The percentage of pupils who speak English as an additional language is low, and none are at an early stage of English language acquisition. A substantial number of pupils in Year 2 do not come from the local area. Pupils are mostly from average or above average socio-economic backgrounds. Just over two percent of pupils are entitled to free school meals, which is well below the national average. The current attainment of pupils on entry to the school is above average. The proportion of pupils who have special educational needs, at just under nineteen percent, is below the national average. Of these, around two percent have statements of special educational need, and this figure is slightly above average. Most pupils' special needs relate to learning difficulties, although a small number have emotional and behavioural problems or physical disabilities.

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

The school's effectiveness is satisfactory. It provides a caring environment in which pupils' personal development is promoted well. In the core subjects of English, mathematics and science, standards attained by pupils in Year 2 are above average. Pupils' achievements are satisfactory overall. Achievement is good in reception and satisfactory in Years 1 and 2. Overall, the quality of teaching is good in reception and satisfactory in Years 1 and 2. The leadership and management of the school is satisfactory and the school provides satisfactory value for money.

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

- Current standards in English, mathematics and science are above average.
- Good teaching in the reception class provides children with a range of well planned and challenging activities and this enables them to do well.
- The school provides a friendly and caring environment in which each child is known and valued and relationships are good.
- Staff promote pupils' moral, social and cultural development very well.
- The school has developed a very good partnership with parents and the community. It provides parents with good information about their children's progress.

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

- Standards in writing, particularly for higher attaining pupils, through giving pupils more demanding tasks which require them to write at greater length.
- The quality of recorded work in science, through providing more curriculum time for the teaching of science.
- Opportunities for pupils to develop and use skills in information and communication technology.
- The use of assessment information by teachers to ensure that work more closely matches pupils' needs, particularly higher attainers.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

This is the first inspection of the school. A great deal has been achieved since it was opened two years ago, for example, building a caring team ethos and developing good channels of communication between parents and the school. However, the school is aware that much remains to be done, for example, ensuring that effective assessment procedures are in place. There is a clear commitment and satisfactory capacity to improve.

## STANDARDS

As this is a new school pupils in Year 2 will be the first to take national tests this year. Currently there is no data to compare the school's performance against national figures or for comparison with similar schools. The school has set no formal targets for results in the tests this year. Pupils who are now in Year 2 are attaining standards in English, mathematics and science that are above average for their ages and their achievement is satisfactory overall. In English, pupils' reading and speaking and listening are strong. Standards in writing are average and there is some underachievement, particularly by higher attaining pupils. In mathematics, pupils have a good understanding of number and Year 2 pupils can solve simple problems. Pupils measure accurately and they are able to collect and collate information and present it using bar graphs. They are confident when making mental calculations and are able to explain how they worked out the answers. In science, pupils develop good knowledge and understanding. However, written work is mainly annotated diagrams with some notes. The recording of practical experimental work is limited and this is a weakness.

Standards in all other subjects are average, with strengths in singing and aspects of history, art and religious education. Pupils' overall achievements throughout Years 1 and 2 are satisfactory. Standards are satisfactory in information and communication technology, although pupils' achievements, particularly those in Year 2, have been impeded by a lack of access to computers.

In the reception year children achieve well and standards are above expectations. By the time they reach the end of the reception year all children are likely to achieve the Early Learning Goals and the vast majority are likely to exceed them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very positive. They say they like school and almost all are keen to be involved in their lessons.
Behaviour, in and out of classrooms	Generally good in lessons. Almost all pupils are attentive and interested in their work. Outside of lessons they play well together. There have been no exclusions.
Personal development and relationships	Good. Pupils willingly help in class. Positive relationships make a valuable contribution to the ethos of the school.
Attendance	Satisfactory. In line with national figures. The rate of unauthorised absence is low. Pupils were punctual during the inspection.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	good	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.*

The teaching was satisfactory or better in all the lessons observed and in ten percent it was very good. No unsatisfactory teaching was observed. The most effective teaching was observed in the reception class and in Year 1. Staffing difficulties, which have resulted from the long-term sickness of a teacher, have been managed well by the school. A satisfactory programme of work has been planned by the headteacher and temporary staff for pupils in Year 2.

Overall, teaching in Years 1 and 2 was good in English. However, in some Year 2 English lessons, the work planned for written tasks relied too much on structured questions and answers. It did not extend written skills using continuous prose nor give opportunities for higher attaining pupils to write at length. Teaching was satisfactory in mathematics and science and satisfactory in all other subjects. The best lessons were characterised by teachers having good subject knowledge and the effective teaching of basic skills. For example, in English, reading and oral skills are well taught. In the best mathematics lessons, mental arithmetic sessions are taught at a good pace and all pupils are kept involved through well-focussed questions. No time is wasted and every opportunity at the very start and the end of a lesson is taken on a mathematical activity. This ensures that pupils concentrate and participate and enables them to make good progress. Pupils' understanding of specialist vocabulary is also well developed in mathematics and science.

In some lessons that were judged satisfactory overall, some weaknesses were seen. For example, teachers did not modify their lesson plans when pupils failed to understand, lost concentration or did not follow instructions. Teachers did not always take appropriate action to stop the class and check that all pupils were aware of what was expected. This slowed down the pace of work. The teaching of pupils with special educational needs is satisfactory and work is planned to match their individual needs. Pupils make the best progress when they receive additional adult support. The specialist teaching provided through the Learning Support Service and for pupils with English as an additional language is good. Appropriate homework such as reading and spelling is set, though parents are unclear about what is expected.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum for the children in the reception year is good. All subjects of the National Curriculum are taught in Years 1 and 2, although the allocation of time for science is low. The curriculum is broadened by the teaching of personal, social and health education. The range of extra-curricular activities and links with the community are particular strengths.
Provision for pupils with special educational needs	Satisfactory. Pupils who are given additional adult support make good progress.
Provision for pupils with English as an additional language	Good. Specialist teaching is well planned and structured.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Very good provision for moral, social and cultural development, including multi-cultural aspects. Good provision for spiritual development both in assemblies and through lessons.
How well the school cares for its pupils	Pupils' well-being and personal development are given high priority by the school and promoted well. The use of assessment information is unsatisfactory. More needs to be done to ensure that work fully matches pupils' needs and to track their progress over time.

The school has worked hard to develop a very good partnership with parents. Inspectors found that the school keeps parents well informed about their child's progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory leadership and management overall. The headteacher has successfully steered the school through its first years. She has established a school which has very good links with parents and the community and a caring ethos. Subject leaders have suitable plans for the development of their subjects.
How well the governors fulfil their responsibilities	Satisfactory. Governors fulfil their responsibilities. They are supportive and keen for the school to flourish. Statutory requirements are met.
The school's evaluation of its performance	Monitoring of teaching standards has recently been introduced but the findings have not yet been systematically used to help staff improve teaching and learning.
The strategic use of resources	Good. The school is well staffed and has good accommodation. Overall, learning resources are good, however, there have been problems with the non-delivery of computers and the failure of new machines to work. The school applies the principles of best value through careful financial management. It provides satisfactory value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and behaviour is good.</li> <li>• The teaching is good.</li> <li>• The school works closely with parents and they feel comfortable about approaching the school with questions or a problem.</li> <li>• The school expects their children to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their children become mature and responsible.</li> <li>• The school provides an interesting range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about how their children are getting on.</li> <li>• The amount of homework.</li> </ul>

The inspection team agrees with most of the views expressed by parents. However, the inspection team found that the school provides good quality information to parents. The team also found that appropriate homework such as reading and spelling is set, however, parents are unclear about what is expected. Overall, the quality of teaching was found to be satisfactory, with strengths in the reception class and Year 1.

## **PART B: COMMENTARY**

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

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

1. Using available evidence, the inspection team judged the overall standard that the children have attained when they enter the school to be above that expected for children of their age. Results of an initial assessment scheme used by the local education authority indicated that the attainment of pupils on entry to the school was generally in line with the borough average. Children achieve well and standards are above expectations. By the time they reach the end of the reception year all children are likely to achieve the Early Learning Goals and the vast majority are likely to exceed them. This reflects the good teaching in the reception class, which promotes all areas of development well.

2. As this is a new school, pupils in Year 2 will be the first to take national tests this year. Currently there is no data to compare the school's performance against national figures or for comparison with similar schools. The school has set no formal targets for results in the tests this year.

3. Pupils who are now in Year 2 are attaining standards in English, mathematics and science that are above average for their ages and their achievement is satisfactory overall. In English the strengths are found in pupils' reading and speaking and listening. Standards in writing are average and there is some underachievement, particularly by higher attaining pupils. Pupils in Year 2 are able to write in sentences and spell simple words independently. However, many have not learned to organise their writing into longer pieces or use more complex sentences. In other subjects, pupils have opportunities for writing, though, this writing is generally brief or in list format. Pupils' handwriting is clear and legible. However, whilst most Year 2 pupils are capable of joining their letters they only do this during handwriting practice. Standards are above average in reading because skills are taught systematically. In oral activities, pupils speak clearly and confidently, in groups and in front of the whole class and they listen well. Most pupils are articulate and explain themselves clearly. These strengths help their learning in English and other subjects.

4. In mathematics, pupils have a good understanding of number and Year 2 pupils can solve simple problems. Pupils measure accurately and are able to collect and collate information and present it using bar graphs. They are confident when making mental calculations and are able to explain how they worked out the answers. Satisfactory use is made of opportunities to develop pupils' numeracy skills to support work in other subjects such as geography. In science pupils develop good knowledge and understanding. They have a good understanding of specialist vocabulary. However, written work is mainly annotated diagrams with some notes. The recording of practical experimental work is limited and this is a weakness.

5. Standards in all other subjects are average, with strengths in singing and aspects of history, art and religious education. Pupils' overall achievements throughout Years 1 and 2 are satisfactory. Standards are satisfactory in information and communication technology, although pupils' achievements, particularly those in Year 2, have been impeded by a lack of access to computers.

6. Pupils with special educational needs achieve satisfactorily. They make good progress when given extra support during lessons and on the rare occasions when they are withdrawn for intensive specialist teaching. Those who speak English as an additional language also achieve well.

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

7. Pupils, and their parents, say that they enjoy coming to school. Almost all pupils are enthusiastic about their lessons, are keen to answer questions and become involved with their work. The youngest children, in particular, display high levels of concentration, for example when listening to a story. Almost all pupils behave well in lessons, though a few in Year 2 are occasionally restless and find it very difficult to sustain attention. Behaviour in the playground, at lunchtime and around school is good. Pupils play well together, are polite and considerate. They are clear about the standard of behaviour expected and understand why rules are needed. They value their new school building and take care of the environment. Pupils say there is very little bullying or harassment and they are confident that if they ask for adult support, rare incidents are dealt with well. There have been no exclusions.

8. Pupils' personal development and relationships are good. Parents strongly agree that the school helps their children to become mature and responsible. Pupils willingly help in class and often show initiative and responsibility in tidying up when it is their turn to be a 'helping hand'. For their age, pupils show a high degree of respect for the feelings and opinions of others. They value the work and effort of others, for example, in choosing who should take home the cuddly toy each evening. They work together well in pairs and small groups, as in a history lesson when they were deciding which toys were new or old. Adults set a good example in dealing positively with pupils and these positive relationships make a valuable contribution to the ethos of the school.

9. Levels of attendance are satisfactory, being broadly in line with the national average. The rate of unauthorised absence is low. Most absence is the result of parents taking their children away on holiday in term-time. Pupils arrived punctually during the inspection.

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

10. Overall, the quality of teaching is satisfactory. It was satisfactory or better in 100 percent of lessons. Teaching was very good in ten percent of the lessons observed. The most effective teaching was observed in the reception class and in Year 1. Staffing difficulties which have resulted from the long-term sickness of a teacher have been well managed by the school. A satisfactory programme of work has been planned by the headteacher and temporary staff for pupils in Year 2. Teaching in Years 1 and 2 was good in English and satisfactory in mathematics and science. It was satisfactory in all other subjects.

11. The quality of teaching and learning for reception children in the Foundation Stage is good. Planning for all areas of learning is good. It is based on effective observation and assessment and builds on children's previous learning. Staff work well together as a team, creating a friendly, purposeful working environment where the needs of all children are met. A well-managed and organised classroom helps children to feel secure and valued. Staff are enthusiastic and readily praise good work. This helps children develop confidence. Staff have high expectations that children will learn how to share, help each other, and begin to understand what they may expect of others and others of them. Children respond well and apply themselves to all tasks with enthusiasm. They work well both independently and in groups. Mathematical and information communication technology skills are systematically taught. In all lessons, staff use correct vocabulary and careful questioning to develop pupils language skills. For example, when the class were discussing the shape, colour and texture of various parts of a tree the teacher used names such as "trunk", "branch" and bark. Children then used these terms when answering questions.

12. In Years 1 and 2, the best lessons were characterised by the teachers' good subject knowledge and the effective teaching of basic skills. For example, in English, reading skills are well taught with an emphasis on developing phonic knowledge. Pupils are encouraged to look carefully at words and to sound them out to work out what they say. This approach gives pupils confidence and enables them to attempt to read quite challenging texts. Teachers have a good understanding of how to develop pupils' oral skills. They provide many opportunities in a range of lessons for pupils to explain their thinking, give instructions, listen to others and empathise. In the best mathematics lessons, mental arithmetic sessions are taught at a good pace and all pupils are kept involved through well-focussed questions. No time is wasted, every opportunity at the very start and the end of a lesson is taken on a mathematical activity, such as counting forward or back. This ensures that pupils concentrate and participate and enables them to make good progress. Pupils' understanding of specialist vocabulary is also well developed in mathematics and science, with teachers using and explaining words such as strategy, vibrate and protein.

13. A considerable number of strengths were seen in teaching and learning in many lessons that were satisfactory or better. Learning objectives are shared with pupils at the start of all lessons and this helps them understand what they were expected to learn. Introductions to lessons are clear, tasks are explained well and the plenary session at the end of lessons is effectively used to check pupils' understanding and learning. Teachers often communicate their enthusiasm when introducing lessons and have good subject knowledge, for example, in music lessons taught by a specialist teacher. This helps motivate pupils to work hard. Relationships are good and praise is regularly used to develop pupils' confidence and encourage them on to the next stage of their work.

14. In some lessons that were judged satisfactory overall, some weaknesses were seen. These often occurred because teachers had not planned the work to meet the needs of all pupils, particularly the higher attainers. For example, in some Year 2 English lessons, the work planned for written tasks was often limited to structured questions and answers. It did not extend written skills using continuous prose and give opportunities for higher attaining pupils to write at length. At other times, teachers did not modify their lesson plans when pupils' failed to understand, lost concentration or did not follow instructions. The teacher did not take appropriate action to stop the class and check that all pupils were aware of what was expected. This slowed down the pace of work.

15. The teaching of pupils with special educational needs is satisfactory and work is planned to match their individual needs. Pupils make the best progress when they receive additional adult support. Good use is made of classroom assistants to support pupils. They are well briefed by teachers and this enables them to work effectively with groups. Support staff draw pupils into discussion and encourage them to answer questions. This helps pupils become more confident. Teachers also make good use of parental support. Parents support group work in mathematics in Year 1. They are well briefed and make a valuable contribution. The specialist teaching provided through the Learning Support Service and for pupils with English as an additional language is good. There is good liaison between class teachers and specialist staff.

16. Appropriate homework such as reading and spelling is set, though, parents are unclear about what is expected. The school plans to write a homework policy in the near future. Marking in Years 1 and 2 is up to date and regular, with encouraging comments which identify areas for improvement. The teaching of numeracy is satisfactory. Good provision is made for the development of pupils reading and speaking and listening skills. However, the teaching of writing has some weaknesses.

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

17. Overall, the quality and range of the learning opportunities offered to pupils in the school is satisfactory. All subjects of the National Curriculum are taught and religious education follows the local Agreed Syllabus. The curriculum is broadened by the teaching of personal, social and health education. The programme covers a range of relevant topics. Health education is taught through science and appropriate provision is made for sex education and for teaching pupils about the misuse of drugs. The school ensures equality of access and opportunity for all its pupils.

18. The National Literacy and Numeracy Strategies have been effectively implemented in Years 1 and 2. Although there is satisfactory development of pupils' reading, writing and mathematical skills in other subjects there is no overall plan for developing these skills across the curriculum. This contributes to the relative weakness in pupils' achievement in writing. There is an imbalance in the allocation of time to some subjects. Extra time is allocated to the teaching of English where speaking and listening and reading are strengths of the curriculum. However, the time allocated to religious education and science is below average. Whilst pupils cover the work that needs to be done in science, they do not have time to study in depth and therefore investigative work suffers. In order to help overcome difficulties created by the long-term sickness of a member of staff the school has very recently introduced setting for literacy and numeracy in Year 2. It is too early to judge the impact of this grouping on standards.

19. Curricular provision for children in the reception class is very well organised, offering a range of relevant activities, which develop a positive attitude to learning. The good introductory opportunities for pupils to become familiar with the school and its procedures before entry has helped the younger pupils to settle into school quickly and make appropriate progress.

20. Provision for pupils with special educational needs is satisfactory overall. Almost all additional support is given within lessons and this ensures that pupils have full access to all subjects. The adults who provide support understand pupils' specific learning needs. This helps pupils make good progress when they receive additional support. High priority is given to the development of literacy skills within the individual education plans which focus upon precise goals such as "to be able to spell correctly words with an initial, medial or final sh, th, br, tr, bl and sl". The school has made good arrangements to support children who have English as an additional language but has yet to make appropriate provision for identifying and catering for the needs of its highest attainers.

21. The breadth of the curriculum is enhanced by a wide range of extra-curricular activities, at lunchtime and after school, which extends the pupils' opportunities for social interaction and learning. Activities provided include violin lessons, football, choir, gym club and French. There are also a range of visits and visitors to support pupils learning.

22. The school has extensive links with the community, which have a positive impact upon pupil's learning. Links have been made with several local primary schools, resulting in collaboration for theatrical group visits and historical research. Representatives from numerous outside agencies such as the police, health service and Guide Dogs for the Blind have been invited into the school. Strong links have been established with the nearby adult education centre so that the children not only have an audience for their singing but can also benefit from the use of specialist facilities such as pottery and silk screen printing. A close relationship with the local library has resulted in regular visits for story sessions and participation in the Summer Reading Challenge which was successfully completed by 25 children from the school.

23. The school makes very good provision for pupils' moral, social and cultural development, including multi-cultural aspects, and good provision for their spiritual development. Assemblies are a special time

during the day when pupils are encouraged to listen quietly to music and stories and to reflect on what they have heard. Pupils have learnt a number of prayers by heart and so are able to join in. Acts of collective worship are generally Christian but also include a wide range of stories from other cultures. For example, during the inspection, the theme for the week was 'Beginnings', which started with the Bible story of creation, followed by a traditional story from Papua New Guinea about the origin of the island and then a celebration of Chinese New Year. The governors have yet to agree the policy, which the school has been working to for some time. Pupils' spiritual development is also provided for through aspects of the curriculum. For example, pupils planted some marigold seeds, watched them grow and flower, collected the seeds in the autumn and replanted them in the spring to continue the cycle.

24. Circle time and assembly themes provide strong support for pupils' moral and social development. Adults consistently set good examples in the way they relate positively with the pupils, encouraging them to behave well, to play games in the playground, to share and work together. Rules are discussed so that pupils understand why they are needed. A visiting theatre group performed 'The Rainbow Fish' and the moral and social themes were followed up later. Pupils are strongly encouraged to take an interest in the environment. Year 2 pupils, in making New Year resolutions, thought about working as a team, sharing and helping others. They also learn to appreciate the needs of others through collecting harvest gifts for the Salvation Army, by entertaining elderly neighbours and raising funds for charity.

25. Pupils have very good opportunities to learn to appreciate their own and other cultures and parents particularly value this aspect of the school's work. The festivals of the major world faiths are celebrated and the school has a good stock of library books which reflect other cultures. They listen to music, study the work of famous artists and go on a number of visits to places of interest.

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

26. Pupils' well being and personal development are given a high priority by the school and promoted well. Members of staff provide a caring environment and as the school is small they know the pupils and their needs well.

27. Very good arrangements are made to support children and their parents prior to their induction into the reception class. Those starting school for the first time have the opportunity to visit the school before joining the reception class. There is a consistent approach to promoting good behaviour. School rules are regularly discussed in assemblies and pupils were involved in developing playground rules. Effective measures are in place to eliminate any incidents of bullying which might occur. Each class has its own systems for rewarding good behaviour or work, which are based on common school principles. Pupils' achievements are celebrated each Friday in "sharing assembly".

28. Teachers' use of assessment information to plan appropriate work and to monitor and support pupils' academic progress is unsatisfactory. Assessment procedures are not yet sufficiently systematic and rigorous in all subjects to ensure that every pupil's needs are identified and met. In the reception class, regular assessments of children's work are effective and used to ensure that tasks and activities meet the needs of individual pupils. In Years 1 and 2, formal systems for monitoring individual pupil progress and for setting realistic targets to raise standards are at an early stage.

29. There are no national test results available yet, to analyse and compare the performance of different groups of pupils. The school is building up portfolios of moderated work to assist teachers in judging standards, for example, in pupils' writing. In mathematics, there are plans to introduce regular testing and analysis of results. However, insufficient regular formal assessments, such as interim tests,

take place to ensure that pupils' progress is tracked and to make sure that they achieve appropriate standards.

30. The academic progress of pupils with special educational needs is monitored regularly. Pupils' needs are assessed by the headteacher and class teacher against the targets on their individual education plan and targets changed accordingly. The development of language skills for pupils who are learning English as an additional language is regularly reviewed by the specialist teacher. The school receives good support from outside agencies and the advice received helps teachers plan suitable work for the pupils.

31. Procedures for monitoring and promoting attendance are good. Absences are followed up quickly and efficiently and the school has a good working relationship with the education welfare service. Although there are no pupils on the child protection register staff are aware of procedures which should be followed if they have any concerns. The school follows guidance provided by the local authority. A draft policy is in place which has not yet been ratified by the governing body.

32. Liaison between the school and health and educational support services are well established. Health and safety issues are regularly monitored, and any concerns are noted and addressed. The caretaker has attended a health and safety training course and training for another member of staff and a governor is about to take place. However, whilst appropriate procedures are followed a health and safety policy has not yet been ratified by governors. Two staff have undergone first aid training and illnesses and accidents are managed effectively and recorded appropriately.

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

33. Parents express very positive views about the school and appreciate the very good relationship which the school has developed with them. The quality of information provided by the school about pupils' progress is very good. Parents are invited to two consultation evenings with their child's teacher. End-of-year reports are very detailed and give a very clear indication of the progress each child has made and where improvement is needed. There are also open afternoons when parents can look at their child's work with the child. Other information for parents is good. There are regular newsletters and the school keeps parents well informed about specific issues, for example staffing arrangements. It is beginning to provide parents with termly topic information. Evening meetings are held to explain some aspects of the curriculum. The school is sensibly working on a homework policy so that parents are clear about what is expected.

34. Parents are consulted on many aspects of the school's work, such as consultation arrangements, homework and the home/school agreement, and are welcome to become involved. Almost all regularly hear their children read at home and this supports the good standards pupils achieve in English. Some parents help regularly in school with reading, for which they have received training. Many help occasionally, for example accompanying trips, helping with craft activities and cooking or helping to catalogue the library. The wild garden was made with help from parents, both physical and financial and an adventure trail is currently being developed. The Friends of Bickley School work very hard to raise funds and to provide social events. Parents are making a very positive contribution to the life and work of the school.

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

35. The headteacher provides satisfactory leadership in a developing school. She has successfully

steered the school through its first years by focussing upon building a caring team ethos and developing good channels of communication between parents and the school. At present, the headteacher does not have the help and support of a deputy headteacher or a senior management team; there has been some delegation of responsibility to subject leaders for mathematics, information and communication technology and music.

36. Because of the newness of the school, the headteacher does not currently have a yardstick for measuring improvements, but she is aware of the areas where further work is needed and has identified them within the current school improvement plan. Subject leaders who have recently been appointed have a good understanding of their subject's strengths and weaknesses and have begun to make plans for improvement.

37. The headteacher is currently introducing a good system for monitoring the quality of teaching and standard of pupil's work. This includes the termly scrutiny of work alongside the classroom teacher and paired teaching observations twice a term. The headteacher currently monitors English and mathematics on a termly basis. She provides informal feedback to staff but procedures do not include the setting of objectives so that teachers improve their practice.

38. Planning and support for pupils with special educational needs is organised well. The co-ordinator for special educational needs monitors the provision of support by checking planning and through making classroom visits and assessments of pupils' literacy and numeracy skills. External support for pupils with special educational needs and English as an additional language is effective.

39. The governing body is strongly supportive of the school and is keen to see it flourish. Governors have a clear understanding of their role. They have a good knowledge of the intended direction of and aspirations for the school, as many of the current governors were instrumental in formulating the original aims.

40. The governing body fulfils its statutory duties and is involved in determining the priorities for the school's development. For example, governors have highlighted a review of science provision as a curriculum priority for the next school improvement plan. Although they question the information provided by the headteacher, governors do not have a clear view of the strengths and weaknesses of the school. They make infrequent visits to monitor the curriculum in the classrooms.

41. The school makes good use of its resources and financial management is good. The governing body uses detailed financial information to decide future spending. The budget is closely linked to the school improvement plan and proactively managed. For example, the lack of a library within the original plans for the school was considered to be a major failing, and so governors used money from the reserves to establish one. Expenditure is monitored systematically and best value principles are applied in the school's use of resources. A recent audit of the school's financial systems judged that there was a good level of financial control. The policy of the governing body is that the school will be prepared to add extra classes as and when necessary. A high budget surplus is being carried forward for this purpose. The school is making increasing use of new technology in the production of individual education plans for pupils with special educational needs as well as in routine administration and budget management.

42. Although no specific grants have been applied for, the headteacher has successfully gained funding for information and communication technology resources in the school, where none had originally been allocated.

43. The school has a good supply of teachers and support staff for its needs. Additional teaching staff

enable Year 2 to be split into two groups for the teaching of literacy and numeracy. Staff expertise is being developed through the services of the local education authority advisor and paired classroom observations, which has helped to provide a basis for discussions in the development of a teaching and learning statement. Resources for learning are good, although access to computers is currently a problem. The new library has a good range of attractive books, which include dual-language texts and books to support personal, social and health education. The accommodation is good. The school has sufficient classroom space, a large hall and spacious playgrounds and grassed areas outside, which are enhanced by an environmental area.

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

44. To raise standards and further improve the quality of education provided, developing the work the school has already started, the headteacher, staff and governors should:

- (1) improve standards in writing, particularly for higher attaining pupils. This will involve:
  - giving pupils more demanding tasks which require them to write independently and at greater length;
  - improving planning for the teaching of writing, in English and other subjects;
  - ensuring that skills taught through handwriting practice and through structured exercises are used in pupils' independent writing;

( 3, 14, 16, 18, 20, 53, 56, 58 )
  
- (2) improve the quality of recorded work in science. This will involve:
  - the provision of more curriculum time for the teaching of science;
  - ensuring that pupils regularly record the results of experimental work in their books;

( 4, 18, 63, 65 )
  
- (3) improve opportunities for pupils to develop and use skills in information and communication technology. This will involve:
  - ensuring that the new equipment is installed as soon as possible;
  - giving pupils regular planned opportunities to use information and communication technology to support their work in other subjects;

( 5, 43, 63, 75-7 )
  
- (4) improve the use of assessment information by teachers to help plan work that meets the needs of all pupils, particularly higher attainers. This will involve:
  - keeping systematic records of how well pupils have done, from marking and other observations;
  - using the records to track pupils' achievement, to set targets for their future attainment, and monitor standards;
  - the use of assessment information to identify how well the curriculum meets the needs of all pupils, and adapting lesson planning if necessary.

( 2, 20, 28-9, 59, 62, 65 )

45. Other areas that the governing body may wish to include in the action plan are:

- take steps to improve the concentration and behaviour of a few pupils in Year 2 (7, 14, 61 );
- continue to develop monitoring procedures to further improve teaching and learning ( 37, 62 );
- ensure that parents are clear about homework expectations (16, 33 );

- an increase in the regularity of visits by governors to monitor the curriculum in classrooms (40 );
- ensure that all policies are ratified by governors ( 16, 23, 31-3 ).

*(The numbers in brackets refer to the paragraphs in the report in which these issues are discussed.)*

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	19

### ***Summary of teaching observed during the inspection***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	40	50	0	0	0

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

### ***Information about the school's pupils***

<b>Pupils on the school's roll</b>	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	-	90
Number of full-time pupils known to be eligible for free school meals	-	2

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y2
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	17

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1

<b>Pupil mobility in the last school year</b>	No of pupils
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Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

### ***Attendance***

#### **Authorised absence**

	%
School data	5.0
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	57
Any other minority ethnic group	1

*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: R– Y2**

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	18
Average class size	30

#### **Education support staff: YR– Y2**

Total number of education support staff	4
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### ***Financial information***

Financial year	1999/2000
	£
Total income	190669
Total expenditure	168960
Expenditure per pupil	2816

Total aggregate hours worked per week	79
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Balance brought forward from previous year	24863
Balance carried forward to next year	46572

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	90
Number of questionnaires returned	40

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	3	0	3
My child is making good progress in school.	43	38	8	3	10
Behaviour in the school is good.	43	50	5	0	3
My child gets the right amount of work to do at home.	33	40	10	0	18
The teaching is good.	50	40	0	0	10
I am kept well informed about how my child is getting on.	30	45	20	0	5
I would feel comfortable about approaching the school with questions or a problem.	80	10	5	0	5
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	65	25	5	0	5
The school is well led and managed.	75	18	0	3	5
The school is helping my child become mature and responsible.	63	30	3	0	5
The school provides an interesting range of activities outside lessons.	55	35	5	0	5

\*due to rounding some totals may not add up to 100% . A number of parents of children who had just started in the reception class returned questionnaires but felt unable to answer some of the questions. This factor had an impact on the number of “don't know” responses.

### **Other issues raised by parents**

At the parents' meeting some parents of Year 2 pupils expressed the view that they were not kept informed about their children's progress.

## **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**

46. Provision for children in the Foundation Stage is good. Careful and effective planning, based on observation and assessment builds on children's previous learning. The quality of teaching in all areas of learning is good. Children achieve well and make good progress. Good provision is made for children with special educational needs. Staff work well together as a team, creating a friendly, purposeful working environment where the needs of all children are met. Parents are very supportive of the school and involve themselves fully with children's activities. All children have had pre-school provision, and their attainment on entry to the reception class is above average overall. Results of an initial assessment scheme used by the local education authority indicated that the attainment of pupils on entry to the school was generally in line with the borough average. Standards are above expectations and by the end of the reception class, all children are likely to achieve the Early Learning Goals, and the vast majority are likely to exceed them.

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

47. Personal, social and emotional development is promoted very well. A well-managed and organised classroom helps children to feel secure and valued. In all lessons, staff have high expectations that children will learn how to share, help each other and begin to understand what they may expect of others and others of them. Staff are enthusiastic and readily praise good work. This helps children develop confidence. Children are friendly and apply themselves to all tasks with enthusiasm. Behaviour is very good, and there is an atmosphere of mutual respect in which children co-operate very well with adults and each other. Children enjoy working individually and in groups, and show good concentration and perseverance. They understand the routines and rules of the classroom, and the atmosphere is always lively and purposeful.

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

48. Provision for communication, language and literacy is planned well. Strong emphasis is given to all elements of this area of learning. Good use is made of dedicated literacy sessions where children show sustained interest and concentration at all times, whether listening to the text, responding thoughtfully to questions, or creating storylines in role play. This has a positive impact on their learning. There is a very effective, well-structured programme to develop speaking and listening skills. In all lessons, staff use correct terminology and ensure that children use this vocabulary when responding. Staff use questions effectively to encourage children to think carefully before answering. Standards of reading are high, and most children are reading published scheme books with confidence. Children develop a good knowledge of letters and sounds through effective strategies such as putting their finger on their nose whenever they hear the sound in the text. Children are taught to form letters correctly, and even the very youngest children can demonstrate where to start when writing letters, for example, 'q'. Some high attaining children write independently with confidence.

#### **Mathematical development**

49. High priority is given to mathematical development, particularly mental mathematics. Lessons are well organised and activities clearly explained. Regular opportunities are provided for children to improve their skills and develop their concentration. More able children can supply the missing number

in practical activities involving the removal of teddy bears from a set of ten. Children recognise and use numerals to ten with ease, and apply this knowledge to simple addition and subtraction. Older children confidently count to twenty and back, from any given number. Children understand and use mathematical language such as 'less/more', 'taller/shorter', 'fewer than/in between'. They are developing a sense of time through activities such as 'How many times can I write my name in 1 minute?' Role play activities in the shop familiarise children with real coins and their value. A group of children playing in the shop decided that a birthday cake might cost £3.

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

50. Children are developing good knowledge and understanding of the world. Provision for information and communication technology is a strength of the programme and children are systematically taught new skills. Children direct a programmable toy accurately, use tape recorders in the listening centre, operate tills and swipe-card machines in role play, and use the computer for artwork and word-processing. They investigate and sort materials into wood, metal, plastic and fabric, and discuss waterproof materials. Well-chosen topics encourage children to look at their surroundings, and to make models based on their observation, for example, a three-dimensional model of 'Our School' with the appropriate shapes for doors and windows.

### **Physical development**

51. Children's physical skills are developed well. They hold pencils correctly, use scissors safely and accurately, and cut and stick very successfully. Good attention is also given to large muscle skills, such as manoeuvring wheeled vehicles or climbing and balancing. Children are developing confidence, and enjoy vigorous physical activity. Two children who fell off the scooter, picked themselves up without fuss, and tried again to achieve their objective. Adult support was not needed. Co-ordination skills develop well through activities such as dance and action songs.

### **Creative development**

52. Children have many opportunities to express themselves creatively through art, music and imaginative play. There is a good balance of activities for free expression, and those where staff teach children new techniques. For example, children looked closely at the trees near the playground. They discussed the shape, colour and texture of the various parts of the tree, and used the correct names for 'trunk', 'branch', and 'bark'. Pictures of the trees were created using paint or charcoal, and children made decisions about the size of brush they wished to use, or how they would use the charcoal. The results reflected children's careful thoughts about how to recreate the trees on paper.

## **ENGLISH**

53. The overall standard that pupils in Year 2 attain in English is above average, and their achievement is satisfactory. They do well in speaking and listening and in reading, but less well in writing.

54. In oral activities, pupils in Years 1 and 2 speak clearly and confidently in groups and in front of the whole class and are good listeners. The younger children know that they should take turns to answer. They showed very good levels of awareness of how to take part in class discussions and were keen to contribute their own ideas. They gave their partners clear instructions about how to move around the hall during a science lesson. Most pupils in both years are articulate and explain themselves clearly as they have wide vocabularies. They answered teachers' questions with relevant, thoughtful responses that showed that they had listened carefully and understood. These oral strengths help their learning in

English and in other subjects.

55. Most pupils enjoy reading, both in class and independently. Many pupils in Year 2 are already fluent and expressive readers. They confidently read a wide range of books and have already decided upon their favourite authors or subjects. Their choices range from Harry Potter to A.A. Milne, who was chosen because the poems are “gentle”. Pupils with special educational needs are given support in building up their confidence to tackle new words and practise their reading regularly. They have some opportunities to read for information in a variety of subjects and generally do so successfully. Many pupils in Year 1 are already able to read the school's reading scheme books accurately.

56. All pupils in Year 2 are able to write in sentences and spell simple words independently. Some spell irregular words such as "light" and "know" accurately. Many pupils use full stops and capital letters to demarcate their sentences whilst the more able pupils know how to use other forms of punctuation correctly, such as speech marks and exclamation marks. Many have not learned to organise their writing into longer pieces or to use more complex sentences. Pupils have opportunities for writing in other areas of the curriculum, such as to record information in history and religious education. However, this writing is generally brief or in list format. Most Year 2 pupils are capable of joining their letters but do not use this style except in handwriting practice. Overall, therefore, pupils are not achieving as well as they should in writing, particularly higher attainers.

57. Pupils are keen to learn. In all the English lessons observed, they worked hard when the tasks were matched to their needs. They were generally well behaved, and their good social and oral skills enabled them to learn well in group activities. Sometimes they worked too slowly because the activity was too similar to what they had done before.

58. From the work and lessons seen, teaching and learning are good, although there are variations, between Year 1 and Year 2 in teachers' skills. Support staff are used well in the school to help pupils with special educational needs. Pupils are encouraged to look closely at words so that they use their phonic knowledge to work out what the word says. In lessons observed, relationships were generally good and pupils were given ample opportunities to demonstrate their use of spoken language. Teachers across the school have a good understanding of how to develop oracy. They provide varied opportunities across the curriculum to explain, give instructions, listen to others and empathise. Similarly, teachers teach reading skills well in both year groups but, in Year 2, are less practised in developing writing skills. The introduction of literacy through the Music, Art, Dance and Drama project in Year 1 is providing stimulating contexts for writing. Pupils were quick to put forward adjectives such as "sulky", "terrified", "grumpy" and "starving" when describing pictures. Even though, in Year 2, a varied range of writing contexts are also planned, the resulting written tasks are too often questions and answers or completing structured exercises. The progress of these pupils is held back because this reinforces writing in simple sentences and does not provide opportunities for more able pupils to extend skills in writing continuous prose.

59. English does not currently have a subject leader but is overseen by the headteacher. The school has recently started splitting Year 2 into two groups for literacy. It is felt that teaching within a narrower band of attainment will enable the pupils to make greater progress but it is too early to judge the effect of this decision upon standards. The National Literacy Strategy has been implemented well and statutory requirements for the subject are met. Procedures for the assessment of reading and writing are in place. Some use of the data has been made for the setting of pupils in Year 2 and predictions have been made about future performance in national tests. This information has not yet led to the identification of the highest attaining pupils so that teachers can extend their skills and encourage them to write at greater length, nor to targeting teaching upon specific areas for improvement.

## **MATHEMATICS**

60. Current standards of attainment both in lessons and in pupils' written work are above average. Most pupils in Year 2 are working at the expected level 2. Average pupils are able to identify patterns in numbers, for example sequences of five and ten, and they can count confidently using them. Some higher attaining pupils are able to count in more difficult sequences, such as eleven. Average pupils have a sound understanding of numbers up to a hundred and many higher attaining pupils have a good understanding of much higher numbers. Pupils' skills of estimation are developed through a range of activities, such as the use of a programmable toy. Higher attaining pupils make reasonable estimates of weight, for example the number of pairs of scissors that would weigh a kilo, and are able to record their results using a simple table. Pupils can solve simple addition and subtraction problems using money. They draw and name two-dimensional shapes and are able to measure accurately using centimetres. Pupils' data handling skills are developed through practical activities such as measuring the size of feet of family members, collating the information and using the computer to produce bar graphs. The presentation of pupils' work improves as they move through the key stage. Pupils of all levels of attainment make satisfactory progress as they move through the key stage. Those with special educational needs make good progress when they receive additional support from adults.

61. The overall quality of teaching and learning is satisfactory. In all the lessons observed, teaching was at least satisfactory. The most effective teaching was observed in Year 1. In the best lessons, mental arithmetic sessions are taught at a good pace and all pupils are kept involved through well-focussed questions. Pupils are expected to explain how they calculated answers to questions, either verbally or on the board. The objectives of the lesson are shared with pupils and this helps them understand what they are expected to learn. Introductions to the lesson are clear and tasks explained well and the plenary session at the end of lessons is used well to share learning. A good range of practical resources is made available to support pupils' learning. Classroom assistants are well briefed and knowledgeable and make a valuable contribution to pupils learning, particularly those with special needs. Teachers set clear time scales for the completion of tasks and this ensures that pupils' concentrate and work hard. No time is wasted, and every opportunity at the very start and end of the lesson is taken on a mathematical activity such as counting forward or back. All teachers use a wide range of mathematical vocabulary in lessons. For example, Year 1 pupils were encouraged to explain the strategy they had used when calculating a missing number. In a few lessons in Year 2, a small minority of pupils are inattentive and teachers do not ensure that all pupils are listening when they are explaining the tasks. This slows down the pace of work and not all lessons end with a plenary session as planned. However, overall, the staffing difficulties in Year 2 have been managed well and a satisfactory programme of work planned. Year 2 pupils have been put into two groups for the teaching of mathematics. It is felt that teaching within a narrower band of attainment will enable the pupils to make greater progress. This arrangement started this term and it is too early to judge the effect upon standards.

62. There is effective management of the subject and the numeracy strategy has been successfully implemented. A useful policy and scheme of work are in place. The subject leader has a clear view about the future development of the subject. For example, the need for a formal monitoring programme to identify strengths and weaknesses in teaching and the development of an assessment system to track pupils' progress and plan work to meet their learning needs. Pupils have satisfactory opportunities for applying and developing numeracy skills in other subjects, for example collecting and recording data and making charts about the ways they come to school in geography.

## **SCIENCE**

63. Current standards of attainment in lessons are above average. Most pupils in Year 2 are working at the expected level 2. Pupils make satisfactory progress as they move through the key stage. Written work is well presented in pupils' books but is mainly annotated diagrams and notes. There is less evidence of pupils recording the results of their practical experiments and this is a weakness. No use of information, communication technology within science was observed, either in pupils' books or in lessons. Pupils develop a good understanding of specialist vocabulary and older pupils are able to use words such as vibrate, protein and starchy food. During the key stage, pupils develop their observational skills, for example, by looking at the growth of cress and planting marigold seeds and watching them grow, flower and set seed. Pupils in Year 2 consider aspects of healthy living and the relationship between diet and human health. They also look at how some changes to materials are either reversible, such as the melting of chocolate, or irreversible, such as cooking an egg.

64. The quality of teaching and learning is satisfactory. No unsatisfactory teaching was observed and it ranged from satisfactory to good. Learning objectives are shared with pupils at the start of the lesson. Teachers work closely with support staff, and ensure that they are very well briefed. This has a positive impact on pupils' learning, particularly those with special educational needs. Where teaching is most effective, teachers use opportunities to extend pupils' literacy skills. For example, in a Year 1 lesson the teacher discussed how to write a set of instructions. Teachers expect work to be neatly presented and encourage the use of specialist vocabulary. Work is also linked to other curriculum areas such as design and technology and music. In Year 2, the teacher used a variety of musical instruments to investigate sound and then the class looked at the how the thickness of the strings on a guitar was linked to the sounds made. Teachers mark work regularly and provide encouraging and helpful comments.

65. The headteacher is currently co-ordinating the subject. The curriculum for science covers all aspects required by the National Curriculum. However, the amount of time allocated to science is relatively low. This has a negative impact on the amount of progress made by pupils, as time is limited for recording the investigational aspects of their work. Current assessment procedures are unsatisfactory.

## **ART AND DESIGN**

66. Pupils of all abilities achieve satisfactorily in art and overall standards achieved by pupils at the age of seven are in line with those expected nationally. Scrutiny of the work pupils have completed this year indicates that they use a range of materials to produce work of satisfactory and sometimes good quality. The work of famous artists such as Mondrian and Van Gogh is well displayed around the school to support the study of famous artists and provide a stimulus for pupils' own artwork.

67. Examples of pupils' work are displayed in classrooms and around the school. For instance, every pupil drew a self-portrait and these are all displayed in the school entrance area. This ensures that pupils know their work and effort in art are valued and also effectively shows the progress that pupils have made with their drawing skills from the reception class to Year 2. In Year 1, pupils carefully looked at a range of fruit and vegetables, drew them using oil pastels and blended the colours. They worked hard to ensure that they included details, for example, the texture and changes of colour on the skin. Pupils in Year 2 drew animals and then effectively modelled them using plasticine, including considerable detail. Artwork is also linked to other subjects, for example, pupils made collages using paper and textiles of characters from the book "Where the wild things are". These are well displayed with their writing about the characters.

68. It was not possible to observe any lessons during the inspection. However, the range of work on display and photographic evidence indicates that a satisfactory programme of work is being taught which meets National Curriculum requirements.

## **DESIGN AND TECHNOLOGY**

69. In design and technology, pupils of all abilities achieve satisfactorily and standards attained by pupils at the age of seven are in line with those expected nationally. As they move through Years 1 and 2, pupils develop satisfactory skills using a range of materials such as card, food, wood and construction kits. In Year 1, they are able to decide on fillings for sandwiches. They list ingredients and use vocabulary such as slice and spoonful. Year 2 pupils are able to design and make a vehicle for a teddy using card, axles and wheels.

70. Although it was not possible to observe any design and technology lessons during the inspection, completed work indicates that a satisfactory programme of work is being taught which is well linked to other areas of the curriculum. For example, Year 1 pupils are looking at movement in science. As part of their work they visited a local park to look at the playground and drew the swings, roundabouts and slides. This work is being linked to the designing and making of playground equipment. Pupils have already used construction kits for their initial designs and are now going to make their models from a range of other materials,

## **GEOGRAPHY**

71. The standard of work seen in geography was in line with expectations for pupils' ages. The scheme of work covers all areas required by the National Curriculum. Through the successful teaching of this scheme, pupils in Year 1 find out about the world through the travels of "Barnaby Bear". Opportunities are provided for pupils to write about his exploits and pupils develop mapping skills when they locate, on a map, the places that he visits. Pupils in Year 1 also carry out a study of their school and home area. They collect data about the methods members of the class use to come to school and draw graphs using the computer. This provides a good opportunity to develop their mathematical and information and communication technology skills.

72. Work in Year 2 has concentrated upon making and reading maps. Pupils are familiar with using keys to locate features; they have applied this skill during literacy when reading a book about a visit to a wildlife garden. A good stock of books about different countries, in the library and their use of the computer program "World Explorer" at home, contributes to pupils' understanding of what distant places are like. This knowledge was used appropriately in an assembly based upon Chinese New Year to locate the position of both Great Britain and China on a map of the world.

## **HISTORY**

73. The work seen in history was in line with expectations for pupils' ages, with strengths in some aspects. For example, an enquiry into the history of the school helped Year 2 pupils to develop their questioning skills and understand how places can change over time. It also made a useful contribution to their personal development through an exchange of information with boys from a local independent school who were carrying out a similar study into their much older school. Pupils are developing their knowledge of the past through the study of famous people, such as Florence Nightingale. Teachers use this as a context for writing in a different style by encouraging a factual comparison between hospitals

then and now.

74. Teaching in Year 1 successfully stimulates pupils' sense of enquiry by looking at old toys and exploring the differences between old and new. Pupils demonstrated their speaking skills when they described old things as "scratched" and "rusty". They participate well and are confident about expressing their ideas. One pupil thought that the Queen might be a good source of information about old toys, because of her age, but pupils generally agreed that the planned visit to the toy museum would be a better way to find out about the past. Pupils enjoy their history and contribute with enthusiasm.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

75. The school is covering the National Curriculum requirements in information and communication technology overall. Standards are in line with those expected for the pupils' ages. However, pupils' progress, particularly those in Year 2, has been impeded by a lack of access to computers. There have been problems with the non-delivery of equipment and the failure of machines when they have arrived. The new network has not yet been installed. Teaching in Year 1 provides opportunities for pupils to develop their skills using a range of programs; they show competence when using the mouse and are able to click and drag and print out their work. Pupils in Year 2 use computers for a range of applications to support their work in subjects such as English, history and mathematics.

76. Planning shows that staff integrate information and communication technology into the curriculum but the specific teaching of skills has been limited. Pupils talk enthusiastically about their varied use of computers at home and at school. They show enjoyment in using publishing programs where they can frame their picture and write about it. This program was successfully used in literacy to illustrate their favourite sounds when a tiger was drawn to illustrate "gr".

77. Pupils' home access to a computer enhances their learning. They are confident in using the Internet to retrieve information. Year 2 pupils were able to support their historical enquiry into the work of Florence Nightingale and talk confidently about sending e-mails. The school does not have access to the Internet due to the current equipment and installation problems with the proposed information technology suite.

78. The subject leader is effective. She is giving direction to the subject by developing an action plan to bring about improvements in teachers' computer knowledge and increased hardware resources.

## **MUSIC**

79. Pupil's attainment in music is in line with that expected for their age. Singing is a strength of the school and the choir meets and performs regularly, both in school and at external concerts. The choir sang in the 'Millennium Tales', which was originally intended for a massed choir of seven to eleven year old pupils from the borough. Specialist music teaching is having a positive impact on provision for all pupils. This is also an effective method of staff development where class teachers work alongside the specialist teacher.

80. The curriculum is broad and varied. Pupils learn about percussion instruments and how to play them correctly. They have opportunities to accompany songs as well as using them creatively in their own compositions. Pupils listen to music from a variety of composers. For example, in an assembly

about 'The Creation', the music 'Nimrod' by Elgar was selected to set the scene for the story. There are seventeen pupils who have recently started learning to play the violin. They are sufficiently confident to perform in concerts for the rest of the school.

## **PHYSICAL EDUCATION**

81. During the inspection, standards achieved by pupils were in line with those expected nationally. Pupils, including those with special educational needs make satisfactory progress. In a Year 2 dance lesson, pupils were able to follow instructions and plan a sequence of movements. They imagined they had met a friendly dragon, were putting him on a lead and slowly walking him to their house. Pupils worked very hard to match their movements to the music. Year 1 pupils were able to develop a short series of movements and then devise simple instructions so that their partner could complete the same movements. In the gymnastics club, observed after school, pupils developed good control over their movements. They carefully followed instructions and worked very hard to improve their technique when rolling along a mat. Standards were above average.

82. Teachers make use of demonstration to show work of a high standard and encourage others. Pupils participate very enthusiastically during lessons, although a small minority in Year 2 find it difficult to respond immediately to instructions. Teachers follow a scheme of work, which ensures that skills are systematically developed. The provision of extra-curricular activities such as football and gymnastics is good. The hall is a good size and well equipped with small and large apparatus. The school has good playground space and a field.

## **RELIGIOUS EDUCATION**

83. Standards in religious education are in line with the expectations of the local Agreed Syllabus. Pupils' knowledge and understanding of different faiths and their traditions are particular strengths, for example, through the recent focus on Divali and Hanukkah. This emphasis on major world religions makes a valuable contribution to pupils' cultural development.

84. Pupils are very thoughtful in their contributions during lessons. For example, pupils in Year 2 put forward good ideas in a discussion about the message of the story of 'The Good Samaritan', and understood the differences between the people who passed by. Their written work reflected a good understanding of the moral of the story. Pupils in Year 1 drew on their personal experiences to discuss the idea of 'belonging'. They understood the concept of being part of God's family, their own family and other groups. Pupils made good use of symbols to record the various groups to which they belong. For example, one pupil drew a Bickley Primary School tie to represent the school community. The school is well resourced with books for religious education and is building up a collection of appropriate artefacts.