

# INSPECTION REPORT

## **ST THOMAS MORE RC PRIMARY SCHOOL**

Bexleyheath

LEA area: Bexley

Unique reference number: 101459

Headteacher: Mrs Nola Van Dam

Reporting inspector: Dennis Maxwell  
8798

Dates of inspection: 04 - 07 March 2002

Inspection number: 243659

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Sheldon Road Bexleyheath Kent
Postcode:	DA7 4PH
Telephone number:	020 8 303 8322
Fax number:	020 8 303 8322
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Margaret Murphy
Date of previous inspection:	01/12/1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8798	Dennis Maxwell	Registered inspector	Mathematics Design and technology Physical education Equal opportunities	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13807	Christine Haggerty	Lay inspector		How high are standards? b) 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?
15447	Christine Glenis	Team inspector	English Music Foundation stage English as an additional language	
10449	Rowland Hull	Team inspector	Science Information and communication technology	How good are the curricular and other opportunities offered to pupils?
20324	Vera Morris	Team inspector	Geography History	
30281	Dorcas O'Dell	Team inspector	Art Special educational needs	



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

### **INFORMATION ABOUT THE SCHOOL**

St Thomas More RC is a church school for pupils aged four to eleven years. It is larger than most other primary schools. It is situated centrally in Bexleyheath, Kent and provides education for children in the two catholic parishes of St Thomas More and St John Vianney. There are 346 full time pupils on roll. At the time of the inspection 40 children under five were in the reception classes. Around 20 per cent of children come from ethnic minority backgrounds and one is learning English as an additional language. The percentage of pupils entitled to free school meals is below the national average. The socio-economic background of the community serving the school is a little more favourable than that found nationally. There is a wide range of ability amongst the children and, overall, their attainment on entry to the school is above the national average. The percentage of pupils with special educational needs is below the national average and six pupils have statements of special educational need.

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

This is a successful school where all members of staff have a shared commitment to the pupils. Through the good and thoughtful leadership of the headteacher and the work of all staff, the school is making steady progress in its programme to improve standards and learning. The recent good focus on English and mathematics following a thorough audit has led to better planning and improving standards, which by Years 2 and 6 are above average. Teachers follow national guidance to plan lessons, although work should continue to have creative links across all subjects to enhance, and get the right emphasis in, the curriculum. The children make a good start to their education in the Foundation Stage. The good teaching through the school has a very good focus on basic skills. Pupils' achievement is satisfactory. The headteacher has good management and a growing understanding of strengths and weaknesses in the school. The Christian values are evident in the school's work and reflect the good emphasis on pupils' personal development. The school is effective and provides good value for money.

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

- Standards are above average in English, mathematics and science by the ages of seven and eleven.
- Provision for pupils' personal development is good, particularly the very good focus on moral understanding; monitoring procedures are also very good. Pupils have very good attitudes, behaviour and relationships.
- The quality of teaching is good through the school and enables children to make good gains in their learning. Children with special educational needs make very good progress through focused support.
- The school has good assessment arrangements for English, mathematics and science
- There are good links with parents and very good contacts with the local community.
- The leadership by the headteacher, senior staff and governors is good; there is a high level of commitment to improve.

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

- Training for all staff in procedures for child protection, to understand the school's policy.
- The time allocated to subjects to allow them to be studied in sufficient depth; and the procedures for assessment in subjects other than English, mathematics and science.
- The focus on forward planning by the senior management team.
- The procedures for monitoring and promoting good attendance.

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

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

The school was last inspected in December 1997. The school has made satisfactory progress in implementing the key issues identified at that time. The headteacher and governors have good procedures to evaluate the work of the school. There is a strong commitment to extend its quality and effectiveness. Standards have improved in line with the national trend by Year 6. The quality of teaching has improved. The headteacher has introduced good procedures to assess and monitor pupils' work for English, mathematics and science although simple arrangements to record pupils' progress in the other subjects are not yet in place, as expected. Teachers and support staff have responded positively to recent national initiatives which have taken priority over other matters. The school has a good capacity for further improvements.



## STANDARDS

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

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

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Standards in the work seen are above average in English, mathematics and science by Years 2 and 6. Standards meet the expectation in the other subjects by Years 2 and 6 including information and communication technology (ICT); but exceed the expectation in design and technology by Year 2 and in art and geography by Years 2 to 6. Standards have been maintained in most subjects since the last inspection. The table above shows that standards in the most recent national tests were above the national average in English and science and well above in mathematics. More pupils gained the higher Level 5 than usual. The category A\* indicates that the school was in the highest five per cent nationally in English in 1999. Standards were average when compared to similar schools in English and science but above average in mathematics. The trend in results from 1997 to 2001 was in line with the nationally improving trend. The school did not reach the challenging targets set by the Local Education Authority for English and mathematics in 2001. The various groups of pupils achieve satisfactorily with very good progress by pupils with special educational needs, although an analysis of the school's data for 2001 indicates that there was some under-achievement at that time. The school has agreed targets for all pupils in English, mathematics and their personal development which are used positively. The school has set suitably challenging targets for English and mathematics that relate to projected attainments of the pupils by Year 6, and the school is on course to meet them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to work, which contribute to their good gains in understanding and skills. Most pupils are keen to learn, becoming interested and involved in their work. The children work well with friends.
Behaviour, in and out of classrooms	Behaviour in class and around the school is very good. This helps pupils' achievement. Pupils are polite and considerate, and many have naturally good manners. They are helped to think about their behaviour through positive strategies. The support assistants help pupils to settle and be ready to learn. Pupils respond well to expectations for behaviour, although there were a few instances when the policy was not fully applied.
Personal development and relationships	The children have very good relationships with one another. For example, the buddy reading time encourages older children to be aware of the younger ones' needs and to develop good friendships. Pupils' very good personal development has a direct positive impact on their learning and standards.
Attendance	Attendance is good. Procedures to monitor attendance are unsatisfactory although the headteacher has the necessary improvements in hand.

The pupils' keen interest and enjoyment in their work are significant factors in promoting standards. Most pupils want to give answers or explain their ideas in class; a few are not so confident at speaking out.

## TEACHING AND LEARNING

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

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

The quality of teaching is good throughout the school and promotes good learning. Lesson planning in terms of subject content and tasks is good, although there is little note of the teaching approach that is intended. Very good teaching by a good proportion of the teachers was observed during the week and thorough learning was taking place as a result. This demonstrates the strength of teaching through the school and represents good improvement since the last inspection. Pupils work hard during lessons and are keen to give answers and take part. The teaching of English and mathematics is good, with a clear focus on literacy and numeracy skills that is beginning to make improvements. Pupils are not given many opportunities to write within other subjects, partly because of their low allocations of time. Daily assessment is good, and the school is building a system of lesson evaluation to help further planning. The practice of writing a few comments on pupils' work to help them improve is still developing. Teachers work hard to address the learning needs of all groups of pupils. Provision for pupils with special educational needs is good so that they achieve very well in relation to their learning targets. The skills of literacy and numeracy are applied well in other subjects but this is not the case for information and communication technology (ICT) since there are not yet sufficient computers in classrooms.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the Foundation Stage is good. The curriculum for the infant and junior classes meets statutory requirements, and has improved since the last inspection. The strong emphasis on English and mathematics to raise standards and implement national initiatives has been successful but is now leading to some imbalance for the other subjects and arrangements in mixed age sets should be reviewed to ensure progression.
Provision for pupils with special educational needs (SEN)	Provision is very good for the specific needs of identified pupils in the reception classes, and is good overall across the school. Pupils' learning needs are identified and assessed carefully by the co-ordinator. The classroom assistants provide a good level of thoughtful support.
Provision for pupils with English as an additional language	The pupils with English as an additional language receive satisfactory support so that they make satisfactory progress. Procedures to ensure that staff have all the relevant information are not fully in place.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The good overall provision results in most pupils taking personal responsibility and giving good thought to the quality of their work. Good arrangements, such as pupils in Year 6 reading with pupils in Year 1, help to foster relationships. The school council helps provide opportunities for pupils to understand wider responsibilities. The school promotes pupils' moral understanding very well through clear expectation and example. Cultural development is enhanced by visits and visiting speakers, but less attention is given to understanding the multi-cultural dimension of society.
How well the school cares for its pupils	Members of staff provide a very good level of personal care. There are good procedures to promote good behaviour. There are good procedures to monitor pupils' academic progress in English, mathematics and science, while systems for other subjects are being considered. Training for all staff in procedures for child protection to understand the school's policy is required.

One assembly each week recognises all aspects of achievement and reflects a good approach to inclusion. The school has a good partnership with parents, who contribute very well to their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff give a good lead for school developments. They tackle identified areas for improvement thoroughly, but now need to strengthen their forward planning and establish thorough monitoring procedures. The headteacher brings several excellent qualities to her work. She listens carefully to colleagues, working hard for shared agreement, and is decisive on identified matters that require positive action. School improvements, such as lesson planning and assessment, are tackled well as a whole staff exercise; a few routines, such as recording incidents of poor behaviour, require further attention.
How well the governors fulfil their responsibilities	Good. The governors have a good understanding of strengths and weaknesses in the school and take an active part in agreeing policies. They plan well for improvements, such as the new ICT suite and staffroom, recognising the intended impact on children's learning and standards. Governors have good procedures, for example in monitoring costs, and are careful to obtain good value in their spending decisions.
The school's evaluation of its performance	The school has several good procedures to monitor, analyse and review aspects of its work, such as teaching. It needs to be rather more alert to identifying possible areas for improvement. The headteacher and staff pursue improvements actively once weaknesses are recognised.
The strategic use of resources	The school uses its resources well by concentrating on good quality learning for pupils. Teachers and support staff are deployed well. The focus for investment and developments is rightly on pupils' learning and understanding. Financial planning, with a focus on improved learning, is very good and specific grants are applied very well for their intended purposes.

The subject co-ordinators prepare reports for the governors that are effective in directing improvements. The school has a good level of staffing. Learning resources and the accommodation are satisfactory. The grounds are good. The school secretaries work efficiently. The school caretaker and cleaning staff keep the premises clean, and are cheerful in clearing away the malodorous residues from pupils' studies of waste during studies on re-cycling materials.

## 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 are being helped to mature.</li> <li>• There are good standards of behaviour.</li> <li>• They think there is a caring environment.</li> <li>• They find teaching is good so children learn well.</li> <li>• There are good relationships with parents.</li> <li>• They think leadership and management are good.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents do not feel well informed about how their children are getting on.</li> <li>• A few parents do not think there are enough activities outside lessons.</li> <li>• Several parents do not think their children get the right amount of work to do at home.</li> </ul>

Inspectors agree with parents' positive views. Parents are given suitable information about academic progress, although the annual reports do not always have separate sections for each subject, as expected. Homework is given regularly and is usually followed up in class. There is a good range of activities outside lessons, which take place both during lunch times and after school.



## **PART B: COMMENTARY**

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

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

1. In the work seen during the inspection standards are above average in English, mathematics and science by Years 2 and 6. The school identified some weakness in English and mathematics in the upper junior classes and has addressed this well by monitoring and supporting subject planning and teaching. Standards in lessons and in pupils' previous work in these subjects are promoted by good provision and teaching overall, which is having a positive impact. The school is achieving the intended improvements in standards and recognises that further consolidation is required. Overall, standards have been maintained since the last inspection by Year 2 in English, mathematics and science. Standards in mathematics and science have improved in relation to the proportions of pupils who achieve the expected level (Level 4) or higher (Level 5) by Year 6, but have been maintained in relation to the national average; in English standards have declined. Pupils achieve satisfactorily in Years 1 to 6 in relation to what they have learnt before through the effective teaching. The carefully planned activities and teaching enable pupils to make satisfactory progress. The school's good focus on literacy and numeracy is having a positive effect on learning and standards.
2. Standards in the 2001 national tests for seven-year-olds were well above the national average in reading and writing, and above average in mathematics. The percentage of pupils gaining the higher Level 3 was more than usual in all subjects. The performance of boys and girls was similar, although girls performed a little better than boys taking the past three years together. Standards in science were close to the national average. In comparison with schools in similar contexts, standards by Year 2 in reading and writing were above average while standards in mathematics were average. The trend in standards has been reasonably steady for reading and mathematics over the past five years, but standards have drifted down rather in writing.
3. Standards in the 2001 national tests for eleven-year-olds were above the national average in English and science, and well above in mathematics. In comparison with schools in similar contexts standards in English and science were average and above average in mathematics. The percentage of pupils gaining higher than the expected level, Level 5, was more than usual in all subjects, particularly in mathematics. The trend in standards for all core subjects has been broadly in line with the national trend over the past five years, although the downward trend for English in 2000 and 2001 alerted the school to the need for positive action, which has been initiated .
4. Children's attainment on entry to the school is well above local expectation in mathematics, above expectation in English and well below expectation in personal and social development (PSD) as judged by assessments completed during their first half-term in school. Staff feel that the low PSD attainment is due to some children entering school when they are just four years old. Children's progress, including those with special educational needs and English as an additional language, is satisfactory in all areas of learning and good in personal and social development. Inspection evidence indicates that children's attainment is likely to be above average in communication, language and literacy, and mathematical development and in line with expectations for knowledge and understanding of the world, creative and physical development by the time they enter Year 1. They are likely to be rather below the expectation in their personal and social development. The school has improved on standards found in language, literacy, and mathematical development at the time of the previous inspection and broadly maintained standards in the other areas of learning. The children are likely to exceed the expectation in communication, language and literacy; in mathematical development; and in the other areas of learning by the time they enter Year 1.
5. By the end of Years 2 and 6, standards in art and design, history, ICT, music and physical education meet the expectation. Standards in art and geography exceed the expectation at both Years 2 and 6, and in design and technology (DT) standards exceed the expectation by Year 2. There was insufficient evidence to make a judgement on standards in physical education by Year 2 and in DT by Year 6. The higher attaining pupils produce good quality work in many subjects, which indicates that they are suitably challenged in their tasks. The school has set suitably challenging targets for English and mathematics that relate to projected attainments of the pupils by Year 6, and the school is on course to meet them. The large amount of time given to the teaching of

English and mathematics sometimes has the effect of limiting the time and opportunities for pupils to study the other subjects. There are also limited opportunities at times for writing at length in other subjects so that pupils do not produce much recorded work. The school is not specifically targeting gifted or talented pupils.

6. There are no significant variations in attainment among pupils of different ethnic groups or background or in relation to gender. Pupils for whom English is an additional language make satisfactory progress and take part well in lessons. However staff are sometimes unaware that some pupils are not fully fluent in English and this hinders their progress.
7. Special needs provision is very good for identified pupils in the reception classes and good generally through the school. A pre-school referral form indicates clearly which pupils are identified. Learning support assistants (LSAs) work closely with pupils who have a statement of special educational need (SEN) and the well-targeted support helps pupils to make good progress towards the targets on their individual education plans. For example, where targets indicate that a pupil needs help to improve motor skills, an LSA demonstrates first and then encourages the pupil to copy her. An early years language assessment assists identification of pupils who may require extra help with expressive and receptive language development. However, there is a prudent reluctance to name pupils too early as requiring additional help before they have had a chance to settle and begin to show their individual strengths.
8. In Years 3 to 6 tactful teaching enables pupils with SEN to play an active role in class work and improve independent learning skills. For example, pupils in Year 3 and Year 4 with writing difficulties are nevertheless confident to use their writing skills and respond with enthusiasm when asked to answer questions on poetry.

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

9. Pupils' attitudes, behaviour and their personal development are very good. This is an improvement since the last report and this aspect is now a considerable strength of the school.
10. Pupils' attitudes to learning in both the infant and junior classes are very good. They stay on task with good concentration and enjoy their learning. During a physical education lesson pupils had a great time learning how to swerve and pass the ball, because the teacher was very enthusiastic and made learning fun. In many lessons, there is a good interaction between staff and pupils. The pupils respond well to being included when teachers ask questions and make a valuable contribution to the lesson. This has a positive effect on pupils' learning. On occasion, when the introduction of a lesson takes too long, pupils show very good self-discipline, they listen politely and try hard during the group activities, although there is insufficient time left to complete their tasks. Pupils' attitudes to learning are never less than satisfactory. Pupils were seen to work well in pairs and collaboratively in groups, supporting each other.
11. The behaviour of pupils is very good. Pupils move around the school quickly and quietly when changing classes for mathematics and English lessons and when going to assemblies and breaks. This contributes positively to the quality of life in the school. During the lunch break, a few pupils tend to rush about and sometimes knock into each other; on a few occasions it can cause minor injuries. The school is aware of this and is in the process of introducing lunchtime activities, which are intended to ensure a calmer atmosphere. Well over 90 per cent of parents who completed the questionnaires and parents who attended the parents meeting regard the pupils' behaviour as good. When incidents of unacceptable behaviour are reported, the school takes the appropriate action, but not all incidents are reported to the school. The school council representatives said that members of staff take bullying incidents very seriously and will always listen to pupils.
12. Overall, pupils' personal development and relationships are very good. Each class elects two school council representatives who put the pupils' views to the senior management team. A reception child said that 'Being a class rep makes me feel very proud'. The school council has suggested and achieved the placing of benches in the playground, which were funded by the parents' association. Pupils contribute to their class rules and are fully involved in their class routines. In Year 6 pupils take responsibility for a range of duties which include helping with the infant children at lunchtime and taking turns to answer the telephones at lunchtime. The House Captains total the house points each week and all pupils enjoy the competition of winning the

House Cup. Pupils respect the feelings and values of others, although there are limited opportunities for pupils to learn about and understand the faiths and beliefs of other cultures. Pupils support a number of national, international and catholic charities. This gives pupils an appropriate awareness of the outside world. Independent research is not a strong feature in the school and much of the teaching is teacher-led. There is, however, some independent research study using the Internet for mathematics.

13. Relationships within the school are very good. Pupils enjoy the weekly buddy reading sessions when younger children read with older pupils. This is very effective in building relationships throughout the school. Staff always treat pupils with respect and the pupils respond well to this. For example, a pupil in Year 6 said, 'If a pupil misbehaves, staff do not embarrass the pupil, they will talk to them outside and the pupil will miss part of play time.' This contributes very positively to the relationships between adults and pupils and the ethos in the school.
14. Pupils with SEN demonstrate very positive attitudes overall towards their learning. In the Foundation Stage they exhibit curiosity and will offer lively explanations for the work they have done. In Years 1 and 2 pupils recall other lessons related to the current task and show a pride in their achievements. In design and technology those with difficulties are very willing to show current and past work and can say why they make choices about model houses they are constructing. In Years 3 to 6 good support assists pupils to maintain high motivation and with prompts they will both answer questions and demonstrate a good understanding of work. In Year 3 a pupil quietly practises the answer with the LSA first and then speaks out to the whole class. In Year 6 pupils work well together and join in a game designed to enhance developing numeracy skills.
15. The attendance rate is good and is above the national average. Pupils' good attendance has a positive effect on their progress and attainment. The school reports that there was no unauthorised absence in the last academic year. However, many absences in the registers do not have a code to identify the reason for a pupil's non-attendance at school. Therefore, it was not possible to quantify the number of authorised or unauthorised absences in the current academic year. Registers do not comply with current guidelines from the Department for Education and Skills. All holidays in term time are authorised and the attendance of pupils has declined very slightly since the last report. Pupils who arrive late are not always recorded as late in registers. Registration is taken quickly and efficiently. Lessons start promptly.

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

16. The quality of teaching is good overall through the school and has a positive impact on pupils' learning. This is a good improvement since the last inspection and is the result of the concerted efforts of all staff, together with appropriate monitoring procedures. Teaching is good in the reception classes. Teaching is also good in the infant and junior classes, with the teaching in many lessons judged to be good, very good or excellent. Unsatisfactory elements of teaching related mainly to insufficiently high expectations, the timing of the various parts of lessons or consolidation of learning at the end. Examples of very good teaching were observed in nearly all subjects and in all year groups. This demonstrates a considerable depth to the quality of teaching. Overall, the teaching of English, mathematics, science, ICT, DT, geography, music and physical education is good. The teaching of history is satisfactory, and it was not possible to make a judgement on the teaching of art. The school places a clear emphasis on pupils' personal development and this is effective in preparing pupils to take responsibility for their learning.
17. The school has devoted considerable time and effort to implement the National Literacy and Numeracy Strategies so that teachers are confident and follow the approach. This has been successful in improving standards. The teaching of literacy is satisfactory and the teaching of numeracy is good. Planning for these subjects is good, with clear objectives related to national guidance. However, planning is not so clear as to the methods teachers intend to use. Teachers do not usually identify links with literacy or numeracy within planning for other subjects. Individual lesson plans show clearly what children are expected to learn and how the lesson will be organized. In most lessons, the learning objectives are clear and teachers plan the activities and teaching towards these objectives. This is a key contributory factor to the good quality of teaching across the school. Several lesson plans do not set out the time to be allocated to different parts of the lesson, and in several lessons the introductory session is too long. This leaves too little time for

the main activities.

18. Teachers often give lively and thoughtful introductions to lessons that are based on good subject knowledge. This was noted for example in helping children in a Year 1 lesson to think about estimating numbers of objects. Teachers' explanations and discussions about texts or information help to capture the pupils' interests and promote good learning. Most teachers give very good attention to the teaching of a wide range of basic skills across the subjects. The focused group-work that follows on these introductions, such as on the links between multiplication facts and divisions, is good and has a clear impact on pupils' learning.
19. Teachers have good knowledge and understanding of the subjects to be taught. This was shown for example in a lesson to relate division to known multiplication facts, such as  $3 \times 5 = 15$ , so that  $15 / 3 = 5$ . Teachers usually demonstrate confidence in their discussions with the children, explain tasks clearly and ask many searching questions that extend pupils' understanding. The good practice of sharing the learning intentions with the pupils is not consistent in all classes. Teachers usually employ good teaching methods, with some particularly effective discussion times using focused questions to bring out the children's understanding. The time allowed is not always clear since the teacher has not stated how long pupils have to complete a task, so that pupils do not always produce much recorded work. There are good opportunities for pupils to work in differing groups. The plenary sessions are usually carefully structured to pull the ideas together. In a few lessons insufficient time is allowed at the end to consolidate pupils' understanding of what they have learnt from the lesson.
20. There is some lack of emphasis on children's writing at length. Several classes timetable additional lessons where children are expected to write more extensively but the evidence of children's written work across the curriculum is that pupils overall are not producing the expected amount of written work. This relates both to literacy sessions and to opportunities in other subjects, where there is insufficient emphasis on suitable strategies and approaches to encourage writing. Teachers encourage pupils to apply their literacy and numeracy skills in several subjects; the potential for ICT use is under-developed in other subjects in the classrooms although there are many worthwhile links for tasks taking place in the ICT suite.
21. The teachers' very good management of the pupils and behaviour strategies are usually effective. This maintains a good work focus and reduces interruptions. Resources are used well in most lessons and they are generally matched to pupils' needs. A good example of this was noted when pupils were studying shadows. Learning support assistants are deployed well and are very effective in helping pupils to engage in the tasks. There is a good sense of shared teamwork.
22. Within lessons, teachers use a range of strategies to assess pupils' understanding. Most teachers are perceptive and observant, and use questioning well to tease out pupils' knowledge, followed by further explanations. The pupils respond well to questions that include them and enjoy making a contribution to the lesson. This has a positive effect on pupils' learning. Teachers mark pupils' work regularly and sometimes give encouraging praise and comments to them. The comments include a few notes of aspects to work at to promote further learning by providing guidance on how pupils can improve their work, although this varies. Teachers provide suitable homework for pupils to consolidate their learning.
23. The process of identifying pupils with English as an additional language is managed carefully by the headteacher but the information is not always made available to staff to help planning. Plans do not include information about such pupils nor their levels of fluency. Individual pupils are occasionally placed in groups for lower attaining pupils in order to make available to them the support assistance already in the class, but this is not always successful since they are capable of working at a higher level with specific support for English. There is some confusion in staff's understanding of the difference between the needs of pupils who have English as an additional language and those with special educational needs. The teaching, by a visiting teacher funded through the Ethnic Minorities Achievement Grant (EMAG), is good. Teachers seldom identify in their planning pupils with English as an additional language or special educational needs other than those with a Statement of Special Educational Need, which leads to children missing out on support they may need particularly in early English acquisition.
24. The quality of teaching in reception classes is good in the majority of lessons. Learning support



assistants work harmoniously with teachers and children and contribute well to the good teaching. The support for a pupil with a Statement of Special Educational Needs is very good, since discussion and encouragement enable the pupils to make good progress in lessons. Planning between classes varies, although it is generally satisfactory, and daily activities also vary, making it difficult to ensure that pupils have similar experiences. Staff do not yet identify specific learning objectives or target children in their daily planning and some learning activities lack focus, for example, outdoor activities. The quality of teaching has been maintained since the previous inspection. There are limited opportunities for pupils to choose activities or to make real choices within sessions.

25. Overall the teaching of pupils who have SEN is good and the teaching of literacy and numeracy skills is very good. The special educational needs co-ordinator (SENCO) supplies useful information on pupils about their understanding and skills in literacy and numeracy which supports the teaching well. Teachers have a thorough understanding of individual pupils' needs. All are well informed of the specific difficulties pupils' experience and have planned various strategies to assist them during lessons. Therefore, work is well planned to match pupil needs. The school is using the revised Code of Practice and most short-term targets are both achievable and reviewed regularly. A minority of targets at Key Stage 1 are less well focused and this creates difficulty when reviewing whether they have been successful.
26. Classroom support for SEN is managed efficiently by class teachers. Consequently pupils experience a curriculum planned to meet their individual needs, which is the same as their peers. Teachers are also well supported by the team of sensitive, careful classroom assistants. For example, in Years 1 and 2 pupils are challenged to write their own stories independently while being helped to stay on task by an assistant. In Years 3 to 6, assistants sat with pupils making sure they understood whole class discussion and question sessions, or they helped pupils to complete work set specifically for them.
27. The SENCO withdraws some pupils for highly focused work. These sessions are well-planned and address all the targets listed on carefully constructed education plans. For example, in one session a pupil practised handwriting, reading and spelling, and improved the speaking and listening skills with both intensive and productive teaching. Two 'booster' groups ensure senior pupils have opportunities to improve their literacy and numeracy in preparation for transition to Key Stage 3. Consequently vital self-esteem is protected and raised. Pupils can see themselves as special without feeling they are not achieving as well as others.

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

28. The school provides a broad curriculum that reflects in general terms the demands of the National Curriculum but there is an imbalance in the distribution of time across the subjects. The total teaching time is close to the recommended time, although more time than usual is given to English and mathematics. This makes it difficult to cover all the elements of the curriculum in sufficient depth and some links between subjects are also limited. All subjects are planned for over the year to give pupils a reasonably balanced experience. The teachers' choice of activities for the pupils is good, with well-thought out group or individual tasks that are relevant to their lives and interests, such as making parachutes to slow down how a wooden brick falls.
29. Since the last inspection, there has been much progress in the development of the curriculum. Physical education has been reviewed and now reflects the needs of the National Curriculum with dance, outside games and swimming all part of the regular programme. The curriculum has been further enriched by the inclusion of more outside visits that are linked closely with lessons, such as visiting the London Butterfly House and the London Planetarium. Both visits were within the science curriculum and were linked closely to topic and project work. Subject co-ordinators are keen to utilize outside resources as much as possible. These enrich pupils' experience and provide a good context for learning.
30. Considerable work has been undertaken in the revision of subject policies. Several are still in draft form, but good consideration is being taken to reflect the National Curriculum. A common format is evolving which is helpful in the continued development. However, there is some work still to do, especially in English, where the level of pupils' skills has been appropriately identified, but the level

of the work offered does not fully match this. The effect of both the National Numeracy and Literacy Strategies has had a positive effect on the school. The school process of reviewing all curriculum policies is good and there is a greater reflection of existing practice in light of further staff training and greater understanding of curriculum needs. Some co-ordinators are applying their training well to improve their subject schemes of work. This is especially evident in the core subjects of English, mathematics and science where clear team work is evolving in a positive and helpful manner. At the moment, development in other subjects is restricted to subject co-ordinators, and the school has yet to include more staff formally in this process.

31. Completed schemes of work are not fully in place in all subjects. However, the school takes good notice of national guidance where it is producing its own. Currently, planning to help pupils make progress from one year to the next is developing well and teachers are using the good assessment information better. In a few instances, the match of appropriate tasks reflecting the known information about the pupils was not evident.
32. Evolving planning and assessment strategies that are successful enable the school to promote effective learning. A strength of this approach is the clear teamwork that is found amongst the teachers. This is needed as the school has a complex strategy of double-year group setting which combines Years 3 and 4, and Years 5 and 6 for English and mathematics lessons, where pupils of similar attainment are grouped successfully. In a few subjects the teachers find it difficult to identify tasks matched to the age group. A strength of this approach is the planning of lessons and the link of the good quality, newly purchased resources that the school has invested in. This approach is still evolving and staff are developing good strategies to promote a consistent and effective structure that is monitored well and used to inform future lesson planning. The timing of the current monitoring process needs to be reviewed, so that it can be responded to earlier than is currently possible.
33. The recent staff training for computers has promoted both confidence and enthusiasm from staff. Greater use of the school computers is having a direct effect on pupils' learning, with staff gaining in confidence. The current shortfall of computers in the classrooms has an adverse effect on the use of ICT to support learning in other subjects.
34. The range of extra-curricular activities is good, with teachers supporting and running clubs in rugby, computers, mini marathon, netball, cheerleading, football and music. Much of this work is undertaken willingly by teachers in their own time. This enthusiasm and commitment are strengths of the school. Observation of some of these activities and photographic evidence showed that pupils both attended well and appreciated this good extension of educational opportunities.
35. The school has developed a number of very good links with outside organizations that extend pupils' opportunities to work with other adults and to put their studies into context. These organizations include a Holiday Care Programme, raising money for a local Hospice, Fire and Police Service contacts for health and safety and health awareness issues. The school also actively contributes to two parish churches for special occasions, with the school orchestra attending monthly contributing to the service.
36. The curricular and other learning opportunities offered to pupils with English as an additional language are not always appropriate when staff are unaware of the level of pupils' fluency in English. Staff do not identify specific language acquisition objectives in their planning for these pupils. The pupil who receives support from the Ethnic Minorities Achievement Grant (EMAG) is withdrawn from numeracy for these sessions. It is not clear how this time is made up and why her support cannot be focused on the development of her English skills within mathematics lessons on occasions.
37. Medium term and weekly planning are consistent in reception classes and cover the curriculum well. Teachers meet to plan and review the plans. Planning for a pupil with a statement of special educational need incorporates his individual education plan well. Staff are not familiar with the level of fluency in English of children who have English as an additional language and this reduces their ability to plan activities focused on the child's acquisition of English. They plan for physical skills such as running, climbing and riding wheeled vehicles but the outdoor area is too small to allow this to take place satisfactorily. Children have one PE lesson in the hall but this is insufficient to enable children to progress satisfactorily.

38. Pupils with special educational needs are identified carefully by the school. Good attention to their individual needs is paid across the school curriculum. Teachers are aware of pupils' needs and take account of these in their planning. Good group organization and setting strategies enable all pupils with SEN to be fully included across the school. This provision is good and is a strength of the school. Equality of access for pupils with SEN is very good. They are well supported and follow the same curriculum as their peers. The school demonstrates good practice in including pupils in the tasks and all are expected to do their best. Although there is a clear priority for developing literacy and numeracy skills, this has an adverse effect upon the time allocated to other subjects. Opportunities for pupils to engage in reading and writing are included in other lessons. In art and design, design and technology and ICT, for example, pupils with SEN read and write descriptions and evaluations of their work.

39. Planning for SEN is consistent, the targets are relevant and initialled by teachers when achieved. The SENCO has regular meetings with class teachers, all planning, target setting and review are jointly negotiated. This ensures coherence of provision and good opportunities for consultation between teachers and the SENCO. Detailed reports are made to the Curriculum Committee and issues raised are included in the SENCO's action plan.
40. Other opportunities are very good. Plans are well advanced for piloting a social skills group after Easter 2002. This includes an educational psychologist, a speech and language therapist and the SENCO. Pupils who have difficulties with social interaction will be offered specific help. Additionally, the local advisory teacher has offered training on autism which was well received by the SENCO and LSAs. The SENCO also offers informal help to LSAs who are following a course for their professional development at a local college of further education. She has provided training on the revised code of practice and how to recognize and manage the range of special educational needs the school may encounter. The local authority support service allocates a teacher to visit twice weekly to withdraw pupils with statements for more focused work. Although the planning of this work is not clearly linked to the lesson planning, on review it was established that pupils enjoy their time out of lessons and gain in confidence as a result of this initiative. Pupils are fully integrated in ICT lessons. It is part of the SENCO's action plan to purchase computers for SEN use for the near future.
41. Provision for pupils' social development is good, offering a very wide range of opportunities. Pupils learn very good social skills through many shared activities in lesson group work, in music lessons, in assemblies and in performing well together. They learn social responsibility through active engagement in the school council and learn how their suggestions can influence decisions: they have been instrumental in some significant environmental decisions in the school. Pupils also learn to take on individual responsibilities through lunch time telephone duties, infant duty, taking registers, ringing the school lesson bell and library duty. The pupils in Years 5 and 6 go on residential visits which provide very good opportunities for pupils' moral and social development through learning to take account of others' needs.
42. Provision of moral development is very good and pupils have a clear understanding of right and wrong which is developed in lessons, school assemblies and the many extra-curricular activities. Pupils have remarkable self-understanding; they are extremely direct in their answers to questions. They never seek to avoid an unpleasant issue. Moral development and concern for others are encouraged through pupils' very active involvement in charity collections such as Genes for Jeans, Earthquake Appeal, Cafod, Comic Relief and Good Shepherd Appeal.
43. Provision for pupils' spiritual and their cultural development is satisfactory. A wide range of visitors come to the school to talk, perform for and work with the pupils such as the Victorian Workshop. School visits enrich pupils' understanding of their spiritual and cultural heritage. They visit the National Galley, the Crofton Roman Villa, Hastings, the Toy Museum, the Science Museum, the local Fire Station, Tudor day out in Bromley and the Imperial War Museum. Assemblies provide many opportunities for pupils to reflect on their experiences, with re-enacted stories bringing out moral as well as spiritual meaning. The attention that the school takes towards multicultural education is limited and unsatisfactory, however. There was little evidence of other religions, comparative studies of other countries, or the multicultural nature of their neighbourhood.

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

44. Pupils are well supervised at all times by a very committed and caring staff. The school liaises regularly with outside agencies to ensure appropriate support is available to pupils, and parents report that the staff are very helpful and supportive when there are concerns about a child.
45. Overall the school's procedures for monitoring and supporting pupils' welfare, child protection and health and safety are unsatisfactory. But within this, procedures for first aid are satisfactory and for health and safety are very good. The school is now reviewing its procedures for child protection. Currently there is no school-based policy for child protection or looked-after children. The named person for child protection has not yet updated her training on the new categories of looked-after children and neglected children. There is no history of training for learning support staff on child protection awareness. There is no information on child protection procedures in the staff handbook

or in the information folder for temporary staff. There is no designated governor for child protection. The school is in the process of complying with new regulations to ensure that full police checks are carried out on all volunteers in the school. The new policy should ensure that all staff receives regular updates on the awareness of child protection issues and that any concerns are recorded to ensure careful monitoring.

46. The school's health and safety procedures are very good. There are termly risk assessments of the building by the headteacher and a governor. The conscientious caretaker meets regularly with the headteacher to discuss and prioritise work. Legal requirements are met with fire regulations and all electrical testing. A risk assessment is carried out before any school trips are made and all physical education equipment is checked annually.
47. The windows in the school building are in a poor state of repair. The condition of the windows has deteriorated since the last report and some frames present a safety hazard. The school is trying to raise funding for replacement and reports that the local education authority is aware of the condition of the windows.
48. Satisfactory procedures are in place to attend to pupils' medical conditions. All learning support staff have attended a one day first aid course. There is one fully trained first-aider, but she does not have responsibility for administering first aid. Most of the staff have received training in dealing with epilepsy and there are photographs of pupils with serious medical conditions in the medical room and in the staff room. All first aid incidents are recorded and parents are informed of any head bumps.
49. The school's procedures for monitoring and promoting attendance are unsatisfactory. Parents report that their children enjoy school and are keen to attend. The school does not make contact with parents on the first day if they do not know why a pupil is not at school. When parents phone the school or send notes with reasons for absence, the information is not routinely entered into registers. This was identified as a concern in the last report. There are no formal procedures to record and monitor pupils who arrive late for school. The school is aware of these issues and the headteacher is reviewing procedures to ensure a more rigorous approach to monitoring and improving attendance and punctuality. The school has appointed a member of staff to take responsibility for ensuring that registers conform to legal requirements.
50. Procedures for monitoring and promoting good behaviour are good. The school uses a mix of stickers, certificates and house points to promote good behaviour. These are effective. Staff have very high expectations of behaviour and act as good role models, and pupils are well aware of what is acceptable behaviour and what is not. The procedures for monitoring and promoting good behaviour are satisfactory. The school has some good systems in place, but there is little formal recording of action taken by the school to address issues. The school has introduced procedures to record centrally any racist or bullying incidents to ensure effective monitoring. Some parents said that the school does not always follow up bullying incidents. However, scrutiny of the school's records show that the school takes individual bullying incidents very seriously. Nevertheless, letters from parents are not systematically filed to support the formal procedures of reporting to parents. The school is reviewing its systems to formalise procedures.
51. Procedures for monitoring and supporting pupils' personal, social and health education are very good. There is a large number of trained staff with a first aid qualification and the school has a part time nurse who leads the sex education program. Staff know pupils well and many keep a record of pupils' personal development - for example, pupils who find independent work difficult, one pupil identified for support because he doesn't read at home. Staff use their knowledge to provide a high level of support on a day-to-day basis. Teachers share information daily with other members of staff to ensure effective support and monitoring of pupils' personal development. Personal development is also monitored by the use of the rewards and sanctions policy and the house system. Pupils are justly proud when they receive their certificates and stickers at the weekly achievement assemblies. The weekly buddy reading sessions between the year groups build pupils' self-esteem and staff are able to monitor relationships.
52. The visiting teacher, funded through the Ethnic Minorities Achievement Grant (EMAG), keeps good records of the progress of the pupil with whom she works. There are no records tracking the progress of other pupils with English as an additional language in their acquisition of English.

Currently they are identified informally through the headteacher's knowledge of second language acquisition. However, this is not a secure system and the school needs to formalise its identification and assessment systems and ensure that all staff have the relevant information.

53. The local education authority has recently introduced an appropriate record system to monitor the progress of children in the reception classes, which is being introduced. Other records are satisfactory but do not focus specifically on children's strengths and weaknesses in all the areas of learning.
54. Pupils with SEN are well catered for and provision in relation to statements is in place. Annual reviews are carried out thoroughly as required, and parents are invited to contribute to the review of targets. The pupils establish a positive rapport with their teachers and rely confidently on the LSAs, who encourage their pupils to succeed well and cue them successfully when they experience difficulties. Monitoring pupils' progress is good, consistent and, although the SENCO gives information and works with teachers, the teachers show a high level of responsibility and competence when meeting pupils' needs. Targets are reviewed consistently in response to observations and assessment information, changed and the plans show progress clearly. Pupils with SEN are willing to describe their work and talk confidently about their likes and dislikes. The responsibility for meeting pupil needs is delegated to teachers who manage their own LSAs. This works very well. Informative records are passed on to secondary schools and visits from previous pupils are welcomed.
55. The school has good systems of assessment in place to record and monitor pupils' performance and progress in mathematics, English and science by formal termly tests and teacher assessment records. These are used for lesson planning, setting groups and individual learning targets. They are carefully scrutinised by the headteacher, who has a very good overview of progress in the different classes. The headteacher and deputy are engaged in a total review and analysis of attainment data to analyse trends, define the targets set for pupils, and assess standards. The review includes sampling pupils' work books to monitor and compare progress as well as lesson observations. A new system to track progress is being introduced into the school. The use of assessment in foundation subjects is being developed and good examples were seen in history and geography. The weekly lesson planning schemes are used to evaluate learning on a termly and half-termly basis although assessment criteria are not yet generally incorporated into the daily lesson planning. Baseline assessments are undertaken when pupils start in the reception classes and are reviewed on a termly bases.
56. The headteacher and senior management team developed a sharply focused improvement plan last summer. This went into operation immediately to address a noticeable decline in the schools national test results. Implementation of the plan has been in progress for six months, pupils have been formally tested twice in the last four months and the results show marked gains in attainment. Extra resources have been allocated for more support assistants and new booster classes. A number of additional measures are to be put in place to further strengthen the schools assessment procedures and teaching strategies.

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

57. Parents have positive opinions of the school, although a few written comments did not reflect the positive views which were ticked on the front of the questionnaires. Most parents are happy with the amount of homework which is set, but several parents thought there was too much homework and others thought there was too little. The inspection judged that homework is generally satisfactory, but there are some inconsistencies across the year groups. Approximately 20 per cent of parents would like more information about how their child is getting on and 13 per cent of parents would like the school to work more closely with them. The school is currently reviewing pupils' transition from the infants to the juniors to increase parents' opportunities to discuss with teachers any concerns they may have. Nineteen per cent of parents would like more extra-curricular activities. The juniors have a wide range of extra-curricular activities including trips, after school clubs and a residential trip, but parents are concerned that there are no after school clubs for pupils in the infant years.
58. The school has good links with parents. The school sends out questionnaires regularly to parents

for their views and acts on the results. For example they are currently reviewing their homework policy in view of parents' comments. The impact of parents' involvement in the work of the school is very good since children are encouraged to learn. Parents attend class assemblies, school performances and fund-raising activities. Many parents commented that they are lucky to be able to send their children to this school.

59. The quality of information provided to parents about their child's progress is good. There are termly parent-teacher consultation meetings, although some parents said that the time for discussion was too limited. There are some inconsistencies in the quality of pupils' annual written reports. The best reports are well written, informative and evaluative. They provide parents with a clear picture of their child's progress in all subjects of the curriculum. Targets for improvement are clearly linked to weaknesses identified in the report. National Curriculum attainment levels are identified in reports and parents know how their child is doing in relation to children of the same age nationally. However, in some reports information on the foundation subjects is sometimes about what pupils have enjoyed, been taught or how they responded instead of academic, for example, information about art: 'Tries very hard', or information about religious education: 'A very caring child.' This is unhelpful to parents and does not help to move the pupil on to the next stage of learning. The school provides parents with a wide range of information about what is happening in the school. There are weekly newsletters and parents are provided with termly notice of the topics which their children will be studying. The school prospectus and governors' annual reports to parents are well-presented and informative. The school organises a curriculum meeting each year 'Impact of Maths' which is very well supported by parents.
60. Parental involvement in their children's learning is very good. Parents are fully involved in helping their children with homework and with hearing their children read at home. Some parents and volunteers listen to children read at three o'clock each afternoon. Parents are very supportive of the school's behaviour and discipline policy and respond well to the teachers when there are concerns about a pupil's behaviour. Parents help with making costumes for the school productions; they help with swimming and on trips. The very professionally organised Parents Association is a registered charity. They raise very substantial amounts of money through organising monthly events, which include social and fund-raising activities. Parents are very supportive of all the fund-raising activities. Pupils who go to the ICT after-school club have produced posters to advertise the school's fund-raising activities.
61. At the time of the inspection the daily arrangements for reception staff to meet with parents and carers on a daily basis were disrupted by the building work but partnership with parents and carers is at least satisfactory. Parents and carers contribute significantly to the home school reading scheme. Very few parents and carers helped in classes during the inspection. School staff visit pre-school settings when expecting children with special educational needs, but currently do not make home visits.
62. The school involves parents well in the education of pupils with SEN. They are consulted about their children's SEN at all stages. They have a real involvement in the process of identification and the SENCO is available for parents if they wish to talk about any further worries they might have. Much information is communicated to parents about individual pupils. There is a pre-school referral form which encourages parents to write about any concerns they may have when children are starting school. They are consulted at review meetings and parents evenings where IEPs are discussed and targets reviewed. Their views are always taken into account and there is a high level of parental involvement. The SENCO has developed a return slip so both know how the school has identified SEN and what special support is being made available. She is also available each day after school for any parent who wants to discuss their child informally. Additionally, strategies for helping pupils always involve the request for a parental contribution, for example, by assisting with daily homework. The LSA keeps detailed notes, which are sent home and which relate to literacy and numeracy targets. Parents are also employed as helpers in the school.

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

63. The headteacher has a clear presence around the school and exerts a positive, thinking influence on school improvement. She provides good leadership and is giving the school clear direction. She has built a cohesion amongst the staff with a good, purposeful team spirit. The headteacher and

senior management team give good leadership, support and direction overall as they identify and tackle improvements. The senior management team is beginning to take on the wider role of school development and review, and now needs to bring their observations together to support forward planning more effectively. A few members of the senior management team do not yet have a full understanding of their role so that progress in school development is over-dependent on the headteacher. Overall members of staff with management responsibilities take them on willingly and support the promotion of good standards. The headteacher's good emphasis on regular monitoring of teaching and general provision linked to effective staff support, that is now part of the climate of the school, is creating a shared sense of purpose. The aims and values of the school are expressed well through personal care and high expectations for the pupils. The support staff makes a good contribution to the work of the school as part of an effective team, which contributes to pupils' achievements.

64. The school has made satisfactory improvements since the last inspection, although a few identified issues have not really had the push for improvement that they required. The school's positive response to national initiatives and changes amongst staff have appropriately re-directed some of the school's attention and slowed the pace of change. The school has adopted national guidance to provide curriculum structure and progression, but is currently rather dependent on it and the process of adapting it to the needs of the pupils in the school is set to continue. The headteacher has established good formal assessment procedures that track pupils' progress and provide useful planning information for most subjects. She has prepared a satisfactory three-year school development plan and a further specific improvement plan to address the urgent need to tackle standards in English and mathematics which she had rightly identified as an issue through analysis of test information.
65. The co-ordination of the Foundation Stage is good. The deputy headteacher and co-ordinator have monitored teaching and planning although differences in planning have not been addressed. Reception classes are appropriately resourced but some outdoor equipment is too small, for example the portable slides offer little challenge to the children. The outdoor space is limited even with the plans for fencing and an all-weather cover.
66. The role of SENCO is clearly defined and the school is committed to ensuring that pupils' special needs are a high priority. Consequently the SENCO is a member of the senior management team. The governor for SEN is well versed in her role. She ensures she is up to date with current developments by attending training on the revised code of practice, the role of SENCO and educational psychologist. There is a good SEN policy in place and this is a working document, continuously updated by the use of action planning. The SENCO has carefully identified a number of future developments that will help to improve the education and progress of pupils with SEN and has established very good working relationships with teachers, LSAs, parents and pupils.
67. The governing body understands its responsibilities well and is active in fulfilling them. Governors attend training courses regularly and make good use of them to improve their effectiveness. They have good arrangements to visit the school and form a good, objective view of the school's needs, strengths and weaknesses. Their good level of commitment to the school is having a direct impact on shaping improvements and the direction of the school, for example in the plans to create a new group room and staff room. The governors have a good understanding of the priorities they are planning for. They have good arrangements to receive reports from subject co-ordinators, which provide good information on progress and support them in monitoring the curriculum effectively.
68. The governors have agreed a good policy for performance management that is now well established. This, together with the good monitoring and evaluation procedures introduced for subject co-ordinators, is having a positive impact on the quality of teaching and hence on standards. There is a good level of teachers and support staff to meet the needs for pupils' learning. The school has appointed additional teachers in the process of developing to a two-form entry school, and has supported them well through induction procedures. The teachers have been deployed well to ensure that their expertise is used to full effect. They undertake relevant training since staff development is a recognised priority. Teachers manage their classes very well and use time purposefully. The administrative staff are efficient, and thoughtful in communication with parents. The school caretaker and cleaning staff keep the premises clean.
69. The accommodation is satisfactory. The school makes good use of its accommodation and the quality of facilities is satisfactory. Governors are appropriately addressing improvements to the



existing accommodation. The present arrangements for outside play for children in the reception classes are satisfactory, but there are firm plans to make significant improvements. One room provides a computer suite with an area to provide the school library. Resources are broadly satisfactory and those for science and music are good. Teachers use learning resources well within lessons on most occasions. Resources are managed well and conveniently stored. There are several attractive displays around the school which show how much teachers value children's work.

70. The headteacher and governors have very good procedures to plan and oversee the finances and budget, taking good account of obtaining best value in their decisions such as increasing the number of teaching assistants. The identified developments and priorities are very carefully costed, with an agreed time-scale. Money obtained through the standards fund is used very effectively, and the financial control is good. The finance committee has clear terms of reference and discharges its responsibilities effectively. The governors ensure that budgets are set that take full account of the school's educational priorities and expenditures are planned to deliver these. Very effective use is made of funding and all spending is directed to raise standards and improve the quality of educational provision in the school. Any additional funding from the local authority is carefully targeted to produce added value. The finance committee monitors expenditure carefully against budget forecasts and reports back regularly to the full governing body.
71. The school has sound financial systems and procedures in place for budgetary planning and control. These were found to be effective and efficient by the local education authority audit in December 2001. Recommendations contained in the audit report have been fully implemented by the school. The school has a significant programme of essential building and repair works for which it still requires funding.

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

72. In order to raise standards and improve the quality of learning the governors, headteacher and staff should give attention to the following.
1. Ensure that all members of staff are appropriately trained in, and follow procedures for, all aspects of child protection. (Paragraph 45)
  2. Improve the balance of time allocated to the several subjects to ensure that they are all studied in sufficient depth and offer more appropriate challenge to the spread of ages and attainments in each class, and take account of: (Paragraphs 28, 30, 31, 17, 20, 77, 86, 93)
    - a) The National Curriculum programmes of study to help identify expected levels that pupils should be working at, particularly in English;
    - b) Developing national schemes of work to meet more closely the needs of the school;
    - c) The need to establish assessment procedures to inform planning and the level of challenge for all subjects;
    - d) The value of purposeful and creative links between subjects;
    - e) The school's values, and the nature of today's cultural diversity, in continuing to adapt the curriculum for the pupils;
    - f) The need for clear communication between those members of staff who contribute to any child's learning.
  3. Review the meeting arrangements and expectations for members of the senior management team to give more strength to forward planning in identifying priorities and contributing to the school's development plan, with opportunities for professional development to help develop a clear understanding of the role and intentions for improvement. (Paragraphs 63)
  4. Improve procedures for monitoring and promoting attendance. (Paragraph 15, 49)

Minor issues. The governors should also consider including the following minor issues in its action plan:

Inclusion and an acknowledgement of the requirements of the Disability Act should be added to the SEN Policy. (Paragraph 25, 66)

Allow pupils greater freedom of choice and independence in their learning. (Paragraph 93 )

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	37

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	30	16	0	0	0
Percentage	2	25	48	25	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	346
Number of full-time pupils known to be eligible for free school meals	0	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.6

#### 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.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	30	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	30	30	30
	Total	47	47	48
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (92)	96 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	17
	Girls	29	30	29
	Total	45	48	46
Percentage of pupils at NC level 2 or above	School	90 (94)	96 (96)	92 (98)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	18	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	26	28
	Girls	17	15	18
	Total	40	41	46
Percentage of pupils at NC level 4 or above	School	82 (90)	84 (82)	94 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	27	26
	Girls	18	17	18
	Total	44	44	44
Percentage of pupils at NC level 4 or above	School	90 (90)	90 (88)	90 (78)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	3
Black – other	0
Indian	32
Pakistani	0
Bangladeshi	0
Chinese	4
White	245
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	24.4
Average class size	28.8

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

Total number of education support staff	16.0
Total aggregate hours worked per week	223

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	562681
Total expenditure	550847
Expenditure per pupil	1592
Balance brought forward from previous year	9691
Balance carried forward to next year	21525

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	5.6

Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	346
Number of questionnaires returned	244

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	2	0	1
My child is making good progress in school.	56	38	4	1	1
Behaviour in the school is good.	53	40	5	0	2
My child gets the right amount of work to do at home.	41	42	13	4	0
The teaching is good.	54	40	2	0	2
I am kept well informed about how my child is getting on.	36	43	16	4	1
I would feel comfortable about approaching the school with questions or a problem.	57	35	5	2	1
The school expects my child to work hard and achieve his or her best.	61	34	3	1	1
The school works closely with parents.	47	38	10	3	1
The school is well led and managed.	52	40	4	2	2
The school is helping my child become mature and responsible.	53	43	3	0	2
The school provides an interesting range of activities outside lessons.	37	37	16	3	7

## **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**

73. The provision for children in the Foundation Stage is a strength of the school. The school admits children to the reception classes in September during the year in which they are five. Most children in the reception classes have attended some form of pre-school provision before they enter school full-time. The children's attainment on entry to the school is above average overall, although with some variation between the differing aspects. The provision for the children's all round development and education is good. The curriculum for all children in the Foundation Stage promotes the early learning goals effectively in all areas of learning and development. This inspection shows that the good provision noted at the time of the last inspection has been maintained and several further good aspects have been established. For example, an attractive second classroom offers children a very good space for their learning, with good access to the outside. At the time of the inspection there were 52 children in two reception classes. Reception classes are housed in two classrooms separate from the main building. They have access to an outdoor area that is currently cramped, though on occasions they take the children onto the field or playground. The early years staff work together well as a strong team for the benefit of the children.
74. Curriculum planning for all children meets the requirements of the Foundation Stage of learning for young children, and is good. The teachers work closely together to ensure there is good co-ordination of experiences and opportunities for progress between the classes. They give the children a firm foundation in basic learning skills and there is a good transfer to the work for Key Stage 1 of the National Curriculum. There is a clear commitment to making good provision for the children's learning from all members of staff. They work hard and develop close and effective relationships with parents and carers. This helps in making a smooth transition from home to school. The reception teachers have effective links with Key Stage 1 teachers. This supports the continuation and development of the current early years' good practice into Key Stage 1.
75. The record keeping system is clear and manageable. It provides a well-informed base to plan further activities. The staff works closely with parents and builds information on the children's attainments to assess their level of development and achievement. This gives helpful data on the children's early abilities in English language, mathematics and personal development. The teachers add to the records regularly to build helpful pictures of the children's abilities that are used effectively to plan. Children make good gains in their knowledge and skills in the reception classes through the good teaching. The great majority are likely to exceed the expected levels in their communication and mathematical skills and to meet the expectation in their other skills by the time they enter Year 1, and overall their level of achievement is satisfactory. The reception classes provide an effective level of support for children who have English as an additional language that enables children to make satisfactory progress. All members of staff ensure that children, including those with special educational needs, have full and equal access to the areas of learning. Parents value and appreciate the work and provision for their children.

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

76. Children entered the school this academic year with well below average skills in this area of learning but they have made good progress through the good teaching. In all sessions observed, children's attitudes and behaviour were good, and they were very good in a minority of lessons where children from both classes behaved very well outdoors, shared resources unselfishly and played together well. In a numeracy lesson children were very keen to participate, answer questions and contribute to lessons. Children change for physical education lessons quite independently. They do not need too much adult help apart from top buttons though they took quite a time. They enjoy most activities and usually respond well to teaching and non-teaching staff. They settle quickly to group activities, frequently chatting but remaining on task. They are learning to distinguish right from wrong, to have respect for each other and to form constructive relationships with peers and adults. Standards are likely to be rather below the expectation in this area of learning by the time children enter Year 1.

## **Communication, language and literacy**

77. Children's attainment is above local expectation on entry to the reception classes. They make satisfactory progress and their attainment is above the national expectation, supported by the generally good teaching. They are given frequent opportunities to listen and extend their vocabulary; for example, during story telling, answering questions and interacting with peers and adults during activities such as making sweets for Mothers' Day. Members of staff encourage good listening skills. Children listen with understanding on most occasions and usually follow instructions appropriately. Most can express their wants and needs clearly. Children speak confidently in small group and whole class sessions. They are not always articulate speakers and staff do not always encourage this. There are some opportunities for children to initiate speaking in role and imaginative play but these are limited.
78. Children make satisfactory progress in early reading and writing activities. They distinguish print from pictures and can follow a text with adult support. They are learning initial letters and sounds and how to build up simple words such as 'cat' although teachers appear to use different schemes and ways of working to achieve this. Children recognise a growing number of familiar words on sight. They choose books themselves to take home and a number are able to read their own writing even when it is not in conventional spellings; this is a strength of their reading and writing skills. They have made simple zig-zag books. Children were not observed browsing or choosing to read books independently. Most can write their names independently. They are confident to write freely even if their spellings are unconventional; this is a further strength of the teaching and learning. They have regular practice at handwriting patterns and are learning to form letters legibly. Most develop good pencil control. They learn to spell simple familiar words accurately and make reasonable attempts at unknown words. Staff monitor spelling attempts thoroughly as children move from unconventional to conventional spelling patterns, enabling children to make that transition effectively. There are opportunities for children to write independently in role or imaginative play. Children are likely to have above average attainment in this aspect by the time they enter Year 1.

## **Mathematical development**

79. Children make satisfactory progress and their attainment is above expectation as they enter the reception class. They are likely to exceed the expectation by the time they enter Year 1. They can count to 10 and are learning to double numbers such as 2 and 5; most know the correct answer. A significant number of children in one class could double 3 and 4 accurately and count and add the number of spots on a ladybird. A minority could sequence numbers to 30 with adult help and were learning to add 2 more on to 3 and find the correct answer. In the other class, work in books shows children have ordered objects according to size, learnt about two-dimensional shapes such as triangles or rectangles, longer/shorter, taller/smaller. Children form numbers accurately and know the meaning of what the figures represent. Overall, the good teaching is having a positive impact on the children's learning of mathematical ideas and skills.

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

80. Progress is satisfactory and children's attainment is in line with national expectation. The majority of children are likely to reach the expectation by the time they enter Year 1. Teachers provide opportunities for children to experiment, for example with the properties of water and sand. Teaching is satisfactory and makes suitable provision for the children to learn. They learn about people and places in and beyond their environment; for example, through the use of stories, role-play in the 'hairdressers' or their celebration of festivals such as the Chinese New Year. In preparation for Mothers' Day children were making peppermint cream hearts or chocolate truffles which were very successful and looked very attractive, though staff made the containers for the truffles when children could have contributed to this. Few construction materials were observed in use. Adequate use is made of computers in classes where individual children can use click and drag programs. In a lesson in the computer suite, children knew how to turn on the computer, select the colour of text and relevant icons when making a message for Mothers' Day. They have completed work on special people, beginnings and promises in learning about their religion and religious beliefs.
81. In the Foundation Stage pupils gain a very good grounding in the use of computers using specially purchased software that makes the machines readily accessible. Pupils gain a good understanding



of the use of the mouse and icon selection. They make simple decisions on where to place a message. Pupils were observed working on a Mothers' Day card, and had the skills to log on independently. They use the mouse neatly and work on the keyboard with developing skills and confidence. Pupils work well in pairs and support each other through discussion a pointing out what to do next. The quality of teaching and learning are good, and pupils make good progress in skill development.

### **Physical development**

82. Children make satisfactory progress in manipulative skills using equipment such as pencils, crayons, scissors, paint, brushes and glue and their attainment is in line with national expectation when they enter reception. They join in physical education lessons and have playtimes to practise skills such as running and jumping. They change for lessons without too much support and their co-ordination and body movements are satisfactory. They follow instructions accurately, change movements according to instructions such as moving around, in and out of hoops or like beans - runner, jelly. They can balance a bean bag on different body parts and attempt to move around the room with the bean bag, not always successfully. They are not yet able to keep still when asked and are at the very early stage of throwing and catching. Teaching and support staff, including an assistant for a child with a statement of special educational need, led this session very well having high expectations of children, organising the lesson and resources very well and planning a well-structured development of skills. The teaching provides for a wide range of opportunities, and is satisfactory overall for this aspect, with some good attention to developing control and co-ordination skills. The majority of children are likely to meet the expectation by the time they enter Year 1.
83. Children have access to a small outside area but the opportunities to improve skills such as climbing, balancing and riding wheeled vehicles in the fresh air are limited - this hinders progress. There is no daily opportunity for developing these skills apart from playtimes, which is inadequate in terms of the teaching of skills. A selection of focused activities is planned for this area of learning. Staff allow children to choose activities outdoors. Staff joined in well with the post and milk delivery role-play, developing children's interactions.

### **Creative development**

84. Children make satisfactory progress and are likely to attain expected standards by the time they enter Year 1. The teaching is satisfactory, providing opportunities to draw, colour, paint, cut and glue so that the children gain skills in a wide range of contexts. They are developing increasing control in using different techniques such as drawing, cutting and colouring. They know a range of colours and are encouraged to observe colours and shapes closely. Children are developing the ability to represent the world around them and to produce recognisable drawings, paintings or models; for example, self portraits - although these appear to have been influenced by an adult perspective rather than representing the children's view of their appearance. The children are learning to sing tunefully and join in with adults or a radio programme satisfactorily. They could make movements to match the sounds of a street but were seated so movements were limited. They can clap in time to a refrain of a song, but are not yet able to sing along with the radio confidently. Little work with musical instruments was observed. There are few opportunities for structured and unstructured role-play to develop and stimulate children's imaginations and creative language. Staff teach pupils how to use materials and tools in a safe way and most children respond to this guidance well.

### **ENGLISH**

85. Inspection evidence shows that standards in speaking and listening, reading, writing, spelling and handwriting are above average by Years 2 and 6. However, the work of some higher attaining pupils does not always match up to the levels exhibited by them elsewhere. This is because teachers plan work which is pitched at an undemanding level for older or higher attaining pupils in mixed-age classes, or group work is not challenging and does not match pupils' prior attainment. The school has improved the standards of listening and speaking, and maintained standards of reading and writing at Key Stage 1 compared with those found at the time of the previous inspection. It has maintained standards of listening and speaking at Key Stage 2 but standards of reading and writing are lower than at the time of the previous inspection although they are above average.

86. Progress of pupils with special educational needs is good in relation to the targets in their individual education plans. Progress of pupils with English as an additional language is sound.
87. Pupils' listening skills are good at both key stages. Pupils generally listen attentively, often with enthusiasm, to staff and peers in whole class and group activities; for example, when listening to, or discussing, features of stories or other texts. Pupils focus well in activities such as guided group reading or writing. Older pupils show good understanding of vocabulary. Pupils' listening skills contribute significantly to the quality of their learning.
88. Pupils' speaking skills are generally above average at both key stages. A number of pupils at both key stages are articulate speakers who express themselves clearly and, when required, can expand their answers confidently. Staff do not always allow pupils to expand answers, using questions which require little more than one word answers or showing little flexibility in accepting different answers. Younger pupils are confident to answer questions and older pupils are willing to take a chance; for example, when exploring the meaning of words. On several occasions teachers dominate whole-class sessions and pupils' opportunities to contribute are curtailed.
89. By the end of Year 2, pupils' reading skills are above the national average. Pupils in Year 1 recognise and blend phonics (sounds) when reading new words, recognise familiar words in a text and show a developing knowledge of features of print such as speech bubbles. One pupil is an excellent reader. Pupils in Year 2 read simple texts with accuracy, interest and developing fluency. They name favourite books and know where the title and author's name should be. Individual pupils could not talk about what an author does; for example, thinking they wrote the title only. They were not confident in speaking about their favourite books or stories. Although very good readers, even the higher attaining pupils were not confident in distinguishing between non-fiction and fiction or knowing how to locate a non-fiction book.
90. The records of home reading books for pupils in Key Stage 1 show that parents and carers make a significant contribution to pupils' progress. In some records teachers' contributions are infrequent and some keep no other records. The records in one Year 2 class are good. Key Stage 2 records are less good with pupils keeping their own brief records and staff contributing little to these. It is difficult to see how they monitor the progress of pupils apart from results of national tests.
91. By the end of Year 6, reading attainment is above average. Most pupils read challenging texts independently, accurately and fluently. They can recall earlier parts of a story well and talk of favourite books and authors. A number of pupils, who read to an inspector, were reading books from home because the school does not have a suitable choice for them or they had read all there were; this was also the case with a higher attaining Year 2 pupil. Pupils use dictionaries and thesaurus appropriately although some dictionaries are unsuitable for the activity; for example, work on derivations. The school library is out of action at present due to building work. However, even the oldest and highest attaining pupils do not know how to locate and select non-fiction - they talk of choosing non-fiction by alphabetical order. There is little evidence of the teaching of book reference skills though staff rightly talk of using ICT for this purpose. The provision and progress in this aspect is a weakness of the English curriculum. Year 5 pupils understand significant themes and events in stories and can refer to the text to explain their views or find information. Year 4 pupils can scan a text to find dialogue and are learning about different types of texts. Year 3 pupils read fluently and accurately individually and in class and are looking at the function of adjectives.
92. Writing standards are above average at both key stages. A strength of the writing curriculum throughout the school is that pupils write freely; they are confident and this results in good standards. By the end of Year 2, pupils write independently and, even when spellings are not conventional, are able to read back what they have written; this is a further strength of the Key Stage 1 curriculum. Pupils wrote good descriptions of a giant based on knowledge gained from different stories, using simple punctuation accurately, and they are learning how to place commas when writing lists for Barnaby Bear's travels. Year 1 were copying the days of the week and some were writing a diary about what they do on different days of the week using full stops and capitals appropriately. Others were writing their own versions of the story 'Little Red Hen' and writing in speech bubbles.
93. By the end of Year 6 pupils are given too few opportunities to write independently even though staff

rightly devote time to 'creative writing'. Many teachers do too much for pupils. They model aspects of writing in lesson introductions and pupils then do very similar work; this limits progress. Pupils in Year 6 are working on how paragraphs structure writing when building suspense in stories, answer simple questions about an extract from 'The Stove Haunting', and write questions to which they are to find answers in a simple non-fiction text. This was not always possible as the texts did not contain the relevant information and pupils were not encouraged to find it in other books which would have been an appropriately challenging activity. Pupils in Year 5 do very similar work. Planning was targeted at Year 5 levels according to the published scheme in use even when others in the class are Year 6. This is unsatisfactory. There is a similar situation in Years 3 and 4 with both age groups completing exercises about the use and spelling of plurals, recognising and listing adjectives where the only difference is that pupils in Year 4 produce longer lists. Work in books shows that some pupils are capable of writing extensively and to a high standard; work in lessons does not always encourage this.

94. Standards of spelling are good at both key stages. Key Stage 1 pupils are confident spellers of simple and common vocabulary and staff support them well in the transition to conventional spelling patterns from their attempts at spelling unknown words. Key Stage 2 pupils spell unfamiliar and multi-syllable word accurately. However, when errors are made at both key stages, some staff do the corrections for pupils when marking work, which does not encourage pupils to learn spelling patterns themselves particularly at Key Stage 2.
95. Standards of handwriting are above the national average by the end of Years 2 and 6. By the age of seven, pupils form letters accurately and legibly and their joined writing is developing well. By the age of eleven, pupils' handwriting is fluent and many write with an attractive style. Older pupils hold pens appropriately but a few pupils do not. The presentation of some work is untidy and handwriting in books is sometimes unsatisfactory.
96. Pupils' attitudes and behaviour are good in most lessons. There were few examples of ICT use observed in lessons and books. The 'Booster' literacy classes and the 'Additional Literacy Strategy' are implemented well in support of pupils targeted for focused literacy work.
97. The quality of teaching is good in the school, although there are areas for improvement. Teaching is good at Key Stage 1 with very good teaching in one lesson where the teacher captured pupils' interest through very good questions and discussion skills and consolidated very well the learning activities related to Barnaby Bear's trip to Snowdon. Most teachers tell stories expressively. Occasionally group activities are undemanding; for example pupils spend too much time colouring and sticking rather than on other more relevant literacy activities. There is some good, positive, detailed marking with particularly helpful marking in one Year 2 class. Some long written comments are inappropriate if younger pupils cannot read them. Throughout the school staff do not make best use of the plenaries at the end of lessons to reflect on pupils' learning. Most teachers handle whole class sessions well and learning support assistants support pupils well in whole class and group sessions.
98. Teaching at Key Stage 2 is satisfactory overall with very good teaching in one lesson where the teacher had very clear objectives and positive relationships with pupils. The lesson had good pace and the teacher consolidated previous learning. Teaching is good in a minority of lessons where staff provide good instruction, have secure subject knowledge and use praise well to promote learning. Teaching was satisfactory in most lessons but, even in lessons where teaching is good, work is inappropriate for the different pupils in the group. Sometimes planning is too ambitious and work cannot be covered but usually it is unchallenging. Staff currently do not plan together to ensure that different aspects and levels of work are covered. The monitoring of planning does not take place until after the plans are implemented and this is ineffective for picking up problems. Marking is inconsistent with some poor marking although most indicates staff have shown interest in the work.
99. Currently there is a new Key Stage 1 co-ordinator and the headteacher, who has good subject knowledge, has taken over temporary responsibility for Key Stage 2 co-ordination but the co-ordination is, at present, unsatisfactory. There is no policy and no school scheme of work to supplement national guidance to aid staff's planning and to match work to pupils' stage of development. The monitoring of teaching and learning is in place and is beginning to be effective in identifying areas for improvement.

## MATHEMATICS

100. Standards in mathematics in the work seen during the inspection are above average by the ages of both seven and eleven, maintaining the position at the last inspection. At Key Stage 1 standards dropped from 1997 to 1999 in the national tests. Following the identification of this by the school and concerted action with a good focus on planning for basic skills, there has been an upward trend in attainment to 2001. Standards in the national tests are again above the national average, and more pupils than usual gained the higher Level 3. In comparison with similar schools, standards are at the average. At Key Stage 2 standards declined overall from 1997 to 2000, with good standards in 1999. The school's analysis of results identified the decline at Key Stage 2, prompting immediate action. The improvement plan put in place by the headteacher has had a good effect so that standards in the national tests of 2001 were well above the national average. The evidence of this inspection indicates that the school is back on target since 20 per cent more pupils gained the higher Level 5 than nationally. In comparison with similar schools standards in mathematics were above average.
101. The quality of teaching at both key stages is good. This has a good impact on pupils' learning so that they take a good interest in the activities and work hard. Children with special educational needs often receive good support so that they make good progress in relation to their targets. Those with English as an additional language receive appropriate support when needed so that their progress is similar to that of their peers. At Key Stage 1 pupils achieve as expected in relation to what they have learnt before and often make good progress in lessons. The pupils' skills and understanding of numeracy and the basic skills of mathematics are good. By Year 2 pupils calculate mentally with numbers to 20 confidently by addition and subtraction. A very motivating, lively task brought out very good effort by the pupils in one lesson, where they could rub out a feature of a face or house drawn on the board for every answer they got correct. In another lesson, pupils in Year 2 were mostly quick and accurate with their mental calculations in a form of mathematical Bingo. Pupils are rapidly extending their understanding of how numbers work through the good choice of tasks and interactive questioning by the teachers. In another lesson for children in Year 1, the lively presentation challenged pupils very well to estimate numbers, particularly how many insects might be pulled along by a floor turtle. This provoked a high level of interest and attention as pupils increased their estimates.
102. Pupils are beginning to describe shapes using the properties and correct language, such as number of sides. By Year 2, a lesson on lines of symmetry showed that many pupils have good visual imagery for the age, recognising the positions of the three lines of symmetry in an equilateral triangle, for example. Most pupils count with and understand numbers to 100. They have a growing understanding of the four operations with number, and recognise how to share objects out. The higher attaining pupils now have good recall of simple addition facts and know some patterns in the 2, 3, 4, 5 and 10 multiplication tables. In a lesson in Year 2, for example, the teacher's highly developed questioning skills encouraged good reasoning and application of number. Most pupils are building mental patterns through the generally good focus on mental strategies by the teachers, such as using the skills to halve and double numbers. Observations in lessons and pupils' previous work indicate that pupils have a generally good understanding of measurement, of how to set out information in a table or graph, and of simple problems with money, time, shapes and fractions.
103. In Years 3 and 4 pupils mostly have good numeracy skills and use these in number problems up to 1000. They know many multiplication facts and are beginning to understand the links between multiplication and division through very clear explanations from the teachers. In one lesson, for example, the teacher carefully built up pupils' understanding of multiplication by describing an array in two ways, as either  $3 \times 5$ , or  $5 \times 3$ . In their written work, pupils then applied this knowledge well to find the equivalent divisions, such as  $15 \div 3 = 5$ , demonstrating an understanding of the links. The teachers give a good focus to applying number skills in a variety of ways which consolidates pupils' understanding. By Years 5 and 6 the combination of class teaching and of ability groupings indicates that pupils are receiving a good level of challenge with tasks that are matched well to their stage of learning. For example, the higher attaining pupils have regular extending challenges such as working out how many sweets three people have when the information is given for pairs of them. The teachers' good emphasis on ensuring that pupils are familiar with the expectations of the national tests gives pupils confidence and purpose. Many of the higher attaining pupils have a good

understanding of calculations with number, including decimal numbers. There is good evidence of a balanced emphasis on skills across the subject, including fractions and decimals, geometry, and the use of handling data using tables or bar charts. The higher attaining pupils make generally good progress since teachers build on previous work and have high expectations. Pupils are keen to learn, eager to answer questions, and their behaviour is good. They take a pride in their work that reflects the good working atmosphere in the school.

104. The many teaching strengths are having a good impact on learning and standards. Teachers' subject knowledge is good. They provide well directed explanations on what pupils need to think about. Their questioning and the good pace of lessons promotes effective learning. Expectations are high and there is often a good level of challenge. The weekly lesson planning is good and sets out clear learning intentions. There is a good emphasis on correct mathematical language but ICT is not much in evidence within classroom lessons. Homework is set regularly and is followed up well in class. In a few lessons there is too long a discussion time at the start of the lesson, leaving relatively little time for pupils to complete the planned tasks. This also has the effect of reducing the time and opportunities for a final discussion to confirm pupils' understanding. Classroom management is always of a high standard with effective use of support staff. At the start of each lesson teachers usually share with the pupils what the lesson is about, so pupils are able to think about their own progress by the end of the lesson, and teachers make perceptive observations of the pupils to form assessments.
105. The co-ordinators provide good leadership for the development of mathematics. Curriculum planning is good, with a good emphasis on problem solving as well as the range of basic skills. The good assessment procedures support planning by tracking pupils' progress regularly. This helps to identify strengths and weaknesses. The co-ordinators have prepared a clear subject action plan and are positive in promoting improvements. Learning resources are satisfactory.

## **SCIENCE**

106. Standards in the work seen are above average by Year 2 and Year 6. Since the last inspection science has continued to develop in a satisfactory manner with the curriculum being revised to include a wider range of activities. The quality of teaching is good and results in good learning, so that pupils make good progress during lessons.
107. Only one lesson in Years 1 and 2 was observed and scrutiny of work supported the judgement on standards. Pupils have a satisfactory knowledge of different parts of the body. They understand simple properties of materials in order to sort them correctly and have an early knowledge of the effect of forces during pushing and pulling. They have experimented with simple electrical circuits and understand the need for a closed circuit. An exciting project using worms was planned for the week of the inspection but was unfortunately cancelled at the last moment. This was very disappointing to the school, as much preparation had been undertaken. Pupils have explored how to make paper and bread and have drawn accurate diagrams of an electrical circuit that show the understanding of a switch. Pupils have explored the effect of a car across different materials to consider the effect of gravity on motion. The good teaching is having a positive effect on pupils' learning so that the pupils make good progress in lessons.
108. By Year 6, pupils understand how to carry out an investigation by controlling some of the factors, and have learnt the concept of a "fair test". Through the good teaching, pupils know the parts of plants and the functions of roots and leaves for example. They understand that an electrical circuit must be closed and the effects of changing components. They know that different foods contain important nutrition such as fats and carbohydrate, and that a balance is needed for a healthy lifestyle. They have experimented with changing the state of a material and recognise that water may change into ice or steam. Teachers generally provide good opportunities for pupils to learn, for example they have monitored the temperature range and distribution around the classroom and understand the basic idea of heat retention and thermal conductivity. One lesson observed included the use of experimentation kits which promoted both the relevance of science investigation to material and substances that pupils could easily relate to. Another lesson observed saw pupils working in groups developing tests on the effect of a light source on a shape, developing both questions and strategies for a testing process. This was a good example of the investigation process and pupils made good gains in their learning, by observation and controlling the variables

for example.

109. Behaviour in all lessons is good with pupils listening well to teachers and involving themselves fully in the science investigations. Pupils' work is displayed in an attractive and careful manner and pupils take pride in their workbooks. Pupils write up experiments in a systematic and appropriate manner.
110. Teaching of the subject is good across the school and overall is having a positive effect on pupils' learning. Teachers are responding well to the demands of the revised curriculum. Subject knowledge is good and lessons are planned thoroughly. Good attention is made to the requirements of the National Curriculum, but the time allocated to the subject is below the recommended time and pupils sometimes have limited time to complete or consider their experiments as a result. Lessons are evaluated in a regular and constructive manner, which is both helpful and informative for future planning.
111. The curriculum has been revised and continues to evolve being led and shared by an enthusiastic and committed team. This joint approach enables the continuity of the subject between the two key stages to be both good and regularly monitored. Good on-going evaluation and assessment strategies are in place, with new topics and units of work being reviewed for effectiveness. This good practice ensures that the curriculum can be adjusted appropriately with pupils learning being recorded in a systematic manner. Where pupils are in dual age classes, good attention to their individual needs is in place, and teachers take note of the different demands and levels that work should be pitched at.
112. The subject makes good use of external resources to promote both interest and variety in the lessons. Classes have visited the London Planetarium, the London Butterfly House and the London Zoo, where the experiences added considerably to pupils' knowledge about simple astronomy or animal's needs. A good environmental project involving waste products promoted interest across the school.
113. Resources for the subject are satisfactory and are developing well as boxes of relevant materials are revisited for projects and resources built up.

## **ART AND DESIGN**

114. The overall quality of provision in art and design is good. The standard of pupils' work by Years 2 and 6 exceeds the expectation. Attainment in art and design is a strength of the school. Pupils with special educational needs make good progress. The long-term planning is in place and this generally informs termly planning. Overall there is less time given to art as a subject in its own right than might reasonably be expected. It is also timetabled to be shared with design and technology which affects coherent study of art and design. Most artwork available for scrutiny is on display as pupils take their work home at the end of term. There are one or two smaller pieces of work included in the pupils' record of achievement, although these are not used systematically to help plan further work. The work exhibited is of good quality, colourful and creative and results from imaginative teaching with a good focus on skills and composition. The pupils are justly proud of their paintings and collages. The co-ordinator for art and design has recently returned to school from maternity leave and is only employed for two days a week. This affects the efficiency of assessment and monitoring, and limits the time available for her to share her own personal expertise with colleagues.
115. By Year 2 the quality and standard of artwork are good. Pupils have the skills to investigate a number of techniques, use direct observation, explore various media in two and three dimensions and describe and evaluate their work. In Year 1 for a series of lessons allied with design and technology pupils used some very imaginative ideas to design and make model homes. They endeavoured to complete an evaluation and were confident to write simple sentences about their work. They were enthusiastic, saying why they liked their designs and gave reasons for any changes. In Year 2 pupils articulate why they choose certain colours. They copied an example closely and all succeeded in making very successful cards for Mothers' Day. They experimented with colour, texture and shape, trying out blow pen techniques and colour blending with pastels.

They listened to the teacher with interest, shared resources carefully with each other and showed pride in their achievements. There is less evidence of pupils learning about sculpture or pottery. Additionally little reference to famous artists is apparent.

116. By Year 6 the standard and quality of the artwork produced by pupils continue to be good. Pupils employ a range of media to convey their ideas. They talked with confidence about their work and its purpose, showing obvious enjoyment. There is limited reference to the work of other artists on display. Teachers used Van Gogh's "Yellow Chair" and "Sunflowers" to stimulate similar but individual paintings. Pupils understand how to develop a subject by first making a drawing, then a painting, then a collage. Attractive pictures of a favourite meal enliven a classroom showing the use of bright colours in well-realised illustrations. Pupils also described the process of experimenting with water and tissue paper to create an effect. They talked eagerly about how bending a collage for display increased the impression of water under the sea. As in Years 1 to 2, there is much less evidence of three-dimensional work. Sketchbooks are kept to collect pieces of work but less emphasis is placed their use for trying out techniques, contrasting ideas, adapting and improving work prior to a final study. The relevance of the subject to their day-to-day lives and opportunities to learn about art history are also minimal. The use of research to understand a range of genres and reference to social and cultural contexts including cross-curricular initiatives do not have a high profile.
117. Insufficient lessons were observed to make a full judgement on the quality of teaching. Of the few lessons seen in Key Stage 1 planning is good and includes the use of key words. All resources are to hand, teachers are well organised and expectations are high. Creative choice is limited, and teachers tend to direct all pupils to follow the same procedure. However, the end product is impressive and, for example, all pupils delight in the experience of making colours blend by dropping water onto ink and filter paper or producing a card which is exactly like the example shown by the teacher. At Key Stage 2 the lesson observed was highly structured and pupils shared their ideas at the end, discussing choices and observing each other's drawings. It linked well with history and previous work on ancient Greek pottery. In the school hall there are a large watercolour of Sir Thomas More completed by Year 6 pupils and a school badge that includes computer-generated images.
118. Throughout both key stages opportunities are missed to teach pupils about the relevance of art for spiritual development and the art of other cultures is not included in planning for teaching. Additionally the wealth of multi-cultural aspects of this subject both in the locality and society is waiting to be explored. Trips to local galleries and invitations for visiting artists or crafts people are not planned and used consistently. There is a lack of work to show pupils are becoming aware of recognised artists, potters or sculptors and therefore the art curriculum lacks breadth. Information and communication technology is beginning to be well used. Pupils have been introduced to an art program, 'Dazzle'. Pupils in both key stages produce coloured prints and pictures. Other resources are undeveloped. There are insufficient reference books and little evidence that artefacts are used to support teaching.
119. The co-ordinator is well qualified and has developed a good relevant action plan. She is aware of the present low profile of this subject. Assessment and monitoring are informal and there are few opportunities to advise and oversee the work of other teachers. Additionally there is little structured challenge or extension work for the most talented pupils. Time constraints and setting hinder developing more cross-curricular links. Display is very good. The environment has many examples of artwork and each class has a good number of pupils' drawings and paintings on show. Pupils are proud of this and are very willing to describe their intentions. They are also knowledgeable about their work and its purpose.

## **DESIGN AND TECHNOLOGY**

120. Standards in design and technology exceed the expectation by Year 2, maintaining the good standards noted at the time of the last inspection. The pupils' achievement is satisfactory, including those with special educational needs and those learning English as an additional language. There was insufficient evidence to form a judgement at Key Stage 2 since most pupils had taken their work home and there was only a little photographic evidence, although planning indicates that there is a good selection of tasks. The pupils have good opportunities to develop

their design and making skills by tackling well-chosen activities. For example, in Year 1 pupils have designed and made a house over three weeks. Pupils brought many original ideas to the task, such as a water fountain, a garden, and stairs to climb. The children experimented with a suitable range of tools and techniques. In a lesson for children in Year 2, the well-chosen task challenged pupils to make a printing tile of their own design. This was then used with good skill to form a repeating pattern on coloured strips to make Joseph's coat of many colours.

121. The pupils responded well with good interest and application to the need to cut thin foam and stick their patterns onto card by cutting carefully, with simple but effective designs. The finished patterned strips were mostly well aligned, with good colour. The children made several thoughtful evaluations of their own and others' work, suggesting what they liked or might improve. Evidence from pupils' previous work shows a good range of tasks and skills through the school to Year 6. Children have made photograph frames, slippers, hot air balloon models with an electric circuit and a good variety of foods indicating that they make satisfactory progress in the skills of shaping and joining materials, for example. Tasks have included making soup, porridge, biscuits and pizza and the limited evidence indicates that pupils apply a good range of preparation skills to these tasks. The majority of pupils are enthusiastic about designing and making activities. They co-operate and share resources readily, demonstrating good standards of behaviour.
122. The quality of teaching in the lessons observed was good, and this is supported by evidence from the range of previous work. Teachers demonstrate secure subject knowledge and expertise, using it well to give pupils guidance and direct demonstrations of skills. This is effective in promoting good learning and in raising standards. Teachers' planning is suitably set out with clear learning intentions. Their skilful questioning and imaginative use of resources encourage pupils to think about their work. There is a good emphasis on evaluation which helps pupils to reflect on their work. Teachers give particular attention to the safe use of tools and equipment. While all pupils have good access to the activities, their various levels of skill are provided for through adjusting the expectations for pupils' work.
123. The school has adopted national guidance which ensures suitable coverage. There are some good links with subjects such as art and science, and children are often required to use geometrical thinking in their designs. The school is building up resources and is aware of the need to develop procedures for assessment which are currently unsatisfactory. The subject contributes in many ways to pupils' personal development. There is little use of information and communication technology at present.

## **GEOGRAPHY**

124. At the last inspection standards of attainment in geography were found to be in line with national expectations. On this inspection standards at both key stages were found to exceed the expectation.
125. In Years 1 and 2 pupils learn about their local environment and begin to learn about a different type of existence from their study of an island home. A very good lesson was observed in Year 2; it was especially successful with very good cross-curricular links to ICT. The pupils worked intently and with great enthusiasm on the weather game using the Internet and the BBC Barnaby Bear. They learnt map symbols for rain, thunder, lightning, snow and clouds, and demonstrated the skills to put the correct symbols over the correct place in the UK. They understood how to match the correct picture to its explanation and had the knowledge and skills to send an e-mail to Barnaby Bear telling him about their holiday. There were excellent interactions between the pupils, and pupils with special educational needs made good progress.
126. In Years 3 and 4 pupils extend their knowledge of the local area, through surveys make visits and plan their routes, they develop understanding of the weather and learn about other ways of life through their study of an Indian village. The learning was very good in two lessons. In one lesson pupils demonstrated the skills to identify landmarks on local maps such as hospitals, the shopping centre or their school. They understand how to give appropriate grid references. The task involved tracing a route from school to Bexleyheath and explaining the direction and most pupils have the understanding to give clear directions. Many pupils found several routes, showing good skill and



they described the directions using very clear, straightforward sentences. In another very good lesson pupils recognised how people can affect the environment and understood the impact of human activity on it. They have an early knowledge of what we can do to improve the environment. There were strong cross-curricular links to drama; the lesson used a variety of family situations for groups of pupils to act out, going on a picnic, going to a football match, going shopping to focus on environmental awareness.

127. By Year 6 pupils study physical geography in greater depth, and have good knowledge and understanding about mountain and river formations. They have applied their investigative skills, for example working on traffic surveys which were carefully recorded. They produced good arguments for traffic control measures which demonstrated a good level of understanding and the impact of the teaching. Pupils' geographic knowledge, understanding and skills are good at the end of Key Stage 2.
128. Pupils are enthusiastic about geography, enjoy a good learning experience, make good progress and quickly gain confidence in their geographic knowledge and skills. They work co-operatively in groups, and show independent learning skills. Pupils have very good listening skills; they understand and quickly assimilate knowledge and learn rapidly.
129. The quality of teaching in the lessons observed was good, with several examples of very good teaching. The lessons are stimulating, frequently inventive and provide an excellent range of learning opportunities for pupils. Teachers have good subject knowledge which they deploy most effectively.
130. The subject is managed efficiently by the co-ordinator, who makes extremely good use of the resources available. The curriculum is well planned. Teachers evaluate pupils' learning of each topic and these are fed back into future planning for the subject. Visits are organised and teachers are always open to new suggestions. There is a good team spirit.

## **HISTORY**

131. At the last inspection attainment in history at the end of both key stages was found to be in line with national expectations. The standard of attainment on this inspection was again found to meet the expectation.
132. Early in Year 1 pupils learn to understand the difference between the past and present by looking at toys and visiting the Bethnal Green Toy Museum. They have compared how families lived in the past with today's way of life and have a satisfactory understanding of change over time. In Year 2 pupils have found out about famous people and learnt about the work of Florence Nightingale, through books, video and pictures. They made a book of her life, writing about and illustrating the most important events of her life in sequence, and have a clear understanding of her influence. They have learnt about important historical events like the Fire of London, how it started and why it spread so far, and know that the materials used in houses and the conditions helped it to spread. They understand something of what happened to the people and have written a satisfactory account of it. Pupils have made a lovely wall display of paintings of the Fire. They also visited the local fire station and understand what makes cities safer today.
133. By Year 6 pupils have learned about the Anglo-Saxons, Vikings, Tudor times, life in Victorian Britain and the Second World War. They understand many of the changes that have taken place and have used the skills of collecting historical evidence to consider the lifestyles of the people involved. There was some particularly good written work on children living in Victorian times, child labour, education in the classroom, and family life. Pupils have compared the good and bad features of life then and now. In Year 6 pupils have a good understanding of life in Britain during the Second World War – the evacuation and rationing - and life in the 1950's. They are developing skills of investigation reading newspapers of the time to find out about political events and listening to music to find out about teenage culture. School visits to Hastings, the Imperial War Museum and a Tudor day out, all help to bring history to life.
134. Pupils enjoy their history lessons. Attitudes and behaviour are always good. The effective teaching encourages pupils to engage fully in their activities and to work hard. They are very co-operative and make good individual contributions to lessons. Written work is nearly always of a good quality, tidy

and presented with care, and results from the clear expectations placed on them by the teachers. Pupils learn with good understanding of the subject and can interpret the evidence they find. Pupils have very good listening skills that are developed through the careful questioning and discussions led by the teachers.

135. Only two lessons of history could be observed on this inspection but in both the quality of teaching was sound and made an effective contribution to pupils learning. A good range of resources and activities were used in both lessons, well matched to pupils' ability. Scrutiny of written work indicated careful attention to detail and good subject knowledge reflected in the depth of pupils' own understanding and knowledge. Pupils' workbooks were all marked with helpful and encouraging comments.
136. The subject is managed well by the co-ordinator. A new scheme of work has been introduced since the last inspection which is popular with staff and pupils. The curriculum is covered well. Good cross-curricular links are made with ICT. Resources are well maintained and well used including a range of video material and artifacts. However, the new curriculum topics require further books and the selection at present is only just satisfactory. Resources such as pictures are used well to enrich the curriculum, and at least one day out is associated with each topic. Teachers evaluate each lesson in the term plan. The lesson plans are sometimes not sufficiently clear as to how the needs of differing groups will be addressed, and without clear arrangements for assessment. There is some evidence that teachers are providing insufficient opportunities for the higher attaining pupils to produce extended work that challenges them fully, indicating a weakness in planning, time allocation and provision.

## INFORMATION AND COMMUNICATION TECHNOLOGY

137. Standards in the work seen meet the expectation by the end of both Years 2 and 6. The school has made good improvements to facilities since the last inspection, with the school investing in a new computer suite, which is having a positive effect on standards of pupils' work. Staff training has been effective, and both teachers and support staff work with enthusiasm. The pupils' achievement is satisfactory, including those with special educational needs and those learning English as an additional language.
138. In Years 1 and 2 pupils were observed composing text directly onto the screen developing a newspaper that reported the Fire of London, a topic that they were studying in history. This difficult exercise was a challenge for pupils and was successful. Pupils had the skills to locate text, and to adjust the size and colour fonts that reflected a newspaper layout well. The pupils demonstrated the skills to type the text onto the page, and they were highly motivated with this exercise. A scrutiny of pupils' work showed that pupils also were developing skills to create and draw a picture. In another lesson pupils confidently logged on to an Internet site and gained knowledge about weather map symbols, working interactively with the website. This excellent practice gave pupils a solid understanding of the capabilities of the computer so that progress was very good.
139. By Year 6 pupils are confident in the use of computers. They were observed working on control sequences using logo for a mathematics lesson and understood how to enter simple commands. They used an art program to develop a poster promoting effective use of the school playground and demonstrated satisfactory understanding of the commands and features available to them. Displays showed much use of digital photography to record pupils' work and activities, indicating a good link with other subjects. Older pupils were observed to have the basic skills to correct errors in a given database, asking questions that demanded an understanding of the information and the subject criteria. Pupils have satisfactory skills in entering text, and in editing or correcting text. They understand how to save and print out a copy of their work successfully. Pupils have a developing understanding of file management and are able to identify the location of their work, which is saved on the school system. The quality of teaching and learning are good overall, which promotes good progress. The older pupils have only recently had access to the facilities of the computer suite and pupils are still catching up and consolidating their skills.
140. The good teaching ensured that pupils' behaviour in all lessons was good, with pupils keen to use the machines. At all times pupils were helpful to each other and shared the limited equipment well. Pupils are very interested in the computer club and there are many examples of pupils' work displayed around the school. When pupils became over-excited, they quickly settled in response to the teachers' good expectations, respecting the teachers' requests quickly and politely.
141. The good progress of pupils in this subject is related directly to the introduction of the new computer suite which is fully used. Although cramped for the size of classes, especially for the older pupils, the suite provides the school with a good core resource to work from. This is enabling the pupils to make good progress in the range of skills and understanding required from a situation where pupils did not have many opportunities to develop and use their skills at the computers in the classes.
142. Teaching of the subject is consistently good. Teachers make a good choice of task that often links well to work in other subjects, such as using the Internet. Teachers' developing understanding is shown through their generally clear explanations that help pupils to follow clear procedures. The fact that many teachers have gained the understanding and skills to teach the subject only recently often comes through with an air of discovery, as teachers encourage pupils to explore and investigate the features of programs as they themselves have done. The teachers have responded well to the recent staff training. Teachers have good developing skills and the training offered by the school has had a very good effect on the approach and confidence of staff. Some teachers are developing their own skills in line with the pupils, and this enthusiasm and commitment is having a very positive impact on pupils' learning. The support offered by support staff is also good, with staff learning alongside teachers in many instances.
143. The curriculum has been revised and continues to evolve. Curriculum links with other subjects are developing well, although they are not used consistently in all subjects. The school policy promotes a good overview and approach. The policy has yet to be finalised, but reflects well the clear direction

that the school co-ordinator has. Management of the subject is good, with both direction and expectation clear. In mixed-year classes, the curriculum has not been differentiated sufficiently to ensure that there is no repetition of work in the following year. The school extends the use of ICT into three extra-curricular activity clubs targeted at Years 4, 5 and 6. This enables much good "catch up" practice for this age group, who have not have access to a computer suite in their earlier years. Some pupils have an e-mail address and communicate with the outside world via the Internet, which is used by older pupils for research purposes. There are insufficient opportunities within the curriculum to consider the impact of computers in the pupils' environment.

144. There are, at the moment, too few computers in classrooms and the number in relation to the school roll is well below national recommendations. The concentration of the school computers into a networked suite has been a significant step forward enabling skills to be developed in a more effective and systematic manner. The school has plans to extend the numbers of computers and printers as resources allow. The time allocation for this subject does not reflect the national recommendation.

## **MUSIC**

145. Evidence was gained from observations of assemblies, clubs and through discussions with staff. Two lessons and a hymn practice at Years 1 and 2, and one lesson and a junior hymn practice at Years 3 to 6 were observed. Overall standards are broadly in line with those expected nationally. Standards have not been maintained since the previous inspection mainly because the time allocated to the subject is too low and there is insufficient coverage of the whole curriculum throughout the school. The music co-ordinator teaches one short session per year group per week at Key Stage 1. Key Stage 2 staff teach their own sessions but in one Year 5/6 class and one Year 3/4 class no music was timetabled. Progress of pupils, including those with special educational needs and English as an additional language, is just satisfactory.
146. Attainment was above average in the Year 1 lesson where pupils had the skills to clap the beat of 'An Old Man lives in Lollipop Land' in time. They are learning to recognise and reproduce the pitch of three chime bars. Pupils in Year 2 have an early recognition and understanding of high, middle and low sounds. They are learning to sing in tune and individual pupils played chime bars and recorders with neat strokes and skill to produce a good sound.
147. Pupils have regular opportunities to listen to music or to sing in assemblies at both key stages. Singing throughout the school, in assemblies and lessons is satisfactory. The volume of singing is not strong even where the co-ordinator uses her musical voice to model singing. Pupils are generally not confident singers.
148. Attainment at Key Stage 2 is in line with national expectation overall although in the lesson and hymn practice pupils' attainment exceeded the expectation. Pupils in Year 3 have the skills to play simple tunes on the recorder quite well. They understand how to plan simple alphabetical notation, but are not yet successful at transcribing named notes onto a staff. Most pupils play the notes B A G on the recorder with help and are learning to play together, but do not yet have the skills to listen to others' playing while they themselves are playing. They do not understand the length of time needed to play a note for the accurate duration. In a hymn practice upper juniors sang in harmony well for one song. They sang tunefully but not confidently and the volume was not strong even when the co-ordinator encouraged them to increase their volume.
149. The teaching in the lessons observed was good and had a positive effect on learning. The co-ordinator, who taught all but one session at both key stages, has very good subject knowledge which she uses to good effect in promoting good understanding by the pupils. She is a versatile musician and uses this to consolidate pupils' earlier knowledge well. A Year 3 teacher made the learning objectives very clear to pupils and had high expectations of composing even though they were not quite achieved, but this challenged pupils to learn. She ensured that pupils knew what they had to do and talked of how famous composers worked to encourage pupils' composition skills. The quality of teaching has been maintained since the previous inspection.
150. The co-ordinator has specialist qualifications but her role is undeveloped. She works in the school for 2 days and very little time is set aside for her role of co-ordinating the subject throughout the

school. Nevertheless, she provides support to colleagues and promotes pupils' learning in the subject. The policy is being reviewed and there is no scheme of work to help staff plan appropriate activities. The monitoring of planning takes place at the end of term which is ineffective for picking up any problems. There is no monitoring of teaching and learning in Years 3 to 6, although the co-ordinator is involved in teaching Years 1 to 2. The time allocated to the subject is low. Resources are quite good but not used well. Several of the staff are good or very good musicians but their skills are deployed insufficiently well to enhance pupils' learning.

151. Visiting tutors for a very wide range of instruments including flute, violin, cello and clarinet supplement the curriculum for a some Key Stage 2 pupils. The music co-ordinator holds recorder, orchestra and guitar clubs where pupils receive good instruction to improve their knowledge and performance. These greatly enhance the curriculum attainment for those able to attend.

## **PHYSICAL EDUCATION**

152. Standards in physical education meet the expectation by Year 6 and pupils are making satisfactory progress overall. This maintains the position at the time of the last inspection. It was not possible to gain sufficient evidence of pupils' development at Key Stage 1 to form a judgement since few formal assessment records are kept. There was no significant gender difference in pupils' standards. Pupils with special educational needs and those learning English as an additional language make satisfactory progress.
153. Within the junior years pupils are developing a good range of skills. For example, in Years 3 and 4, pupils threw large balls while others had to anticipate the movements and avoid them. Pupils in Year 3 practised invasion skills, learning to avoid opposing players, although the amount of time spent actually developing the skills was very short. The majority of pupils are developing an awareness of space and how to use it in games. Several pupils have good control of their body and are well co-ordinated. By Year 6 pupils have appropriate games skills to control a ball with a hockey stick or to bounce and pass a ball to a team member. Pupils in Year 5 enjoyed a game of continuous cricket, and played with good effort, but their skills at hitting the ball with a bat, stopping a bouncing ball and throwing with good aim are below the expectation. The school states that the pupils' skills in physical education in this class have been below the expectation through the school.
154. Good teaching in a Year 6 lesson encouraged pupils to refine and develop their ideas during a dance lesson. Pupils gradually put some shape to their ideas as they practised sections, so that when they were ready to demonstrate their performance there were several good sequences as pupils confronted each other in the style of West Side Story. The good teaching and pupils' good interest in the activity led to good progress in the lesson. Several pupils gave good, thoughtful evaluations of the others' performance. Pupils are developing their skills in sequencing movements and are encouraged to improve their performance through evaluation. Many pupils have good levels of concentration during their tasks and games. The activities provide good opportunities for pupils to learn new skills and to practise controlling their movements in dance and games. Most pupils are enthusiastic about physical activities and games. Their good behaviour enhances the quality of their learning, and this enables them to make satisfactory, and sometimes good, progress in lessons. A few pupils have not yet learnt the self-discipline to participate constructively in the activities.
155. The teaching observed was good overall. The planning usually supports the lesson structure and teachers demonstrate mostly good subject knowledge. They have clear expectation for behaviour and match the activities well to pupils' interests and ability. They give careful attention to safety issues, and manage resources and pupils well. Pupils are encouraged to learn about their own performance through the teachers' good focus on evaluation. Overall, the good quality of teaching has a positive effect on pupils' learning. In one lesson pupils spent too long sitting listening to the teacher's instructions so that their time taking part actively and developing their skills was very much curtailed.
156. The school has adopted national guidance to provide a full range of activities in physical education. This includes swimming which is available to pupils in Years 3 and 4 and the great majority of pupils are able to swim 25 metres by Year 6. Resources are adequate, and the hall provides a

good space for pupils' physical development. The co-ordinator provides good management and support for the subject and is keen to ensure it is well resourced. A school recording procedure is not yet in place, which is unsatisfactory although the teachers assess pupils through observation and evaluation within lessons.