

INSPECTION REPORT

CHELSEFIELD PRIMARY SCHOOL

Chelsfield, Orpington

LEA area: Bromley

Unique reference number: 101610

Headteacher: Jerry Jarvis

Reporting inspector: Michael J Cahill
19623

Dates of inspection: 29 April - 1 May 2002

Inspection number: 244604

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Warren Road Chelsfield Village Orpington Kent
Postcode:	BR6 6EP
Telephone number:	01689 825827
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Appropriate authority:	Governing body
Name of chair of governors:	Peter Smith
Date of previous inspection:	27 April 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19623	Michael Cahill	Registered inspector	Mathematics Design and technology Information and communication technology Physical education	What sort of school is it? The school's results and pupils' achievements Pupils' attitudes, values and personal development How well are pupils taught? What should the school do to improve further?
9275	Candy Kalms	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
12331	Vera Grigg	Team inspector	Foundation stage Science Art and design Geography Religious education	How well is the school led and managed?
8696	Abul Maula	Team inspector	Equal opportunities Special educational needs English History Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chelsfield Primary School provides education for children, aged from 4 to 11 years, who live in the village of Chelsfield or the surrounding area. Many children's attainment on entry to the reception class is well below average in most areas of learning, including literacy and numeracy. There are four classes, reception, and mixed age classes for pupils in Years 1 and 2, 3 and 4, 5 and 6. The school has become more popular recently and there are now 94 pupils on roll (47 boys and 47 girls), below the average size for primary schools (226 pupils). Almost all pupils are from white backgrounds; none are learning English as an additional language. The proportion (36 per cent) of pupils on the school's register of special educational need has risen to well above the national average (23.7 per cent), particularly in the reception and Years 1 and 2 classes; the proportion with full statements of special educational need is around the national average. The percentage of pupils who claim free school meals is below the national average.

HOW GOOD THE SCHOOL IS

Chelsfield Primary School is a good and improving school that enables pupils to make good progress from a generally below average starting point. It provides good value for money. The school is well led and managed; teaching is good and pupils develop very good attitudes and personal relationships. There is a pleasant and purposeful working atmosphere.

What the school does well

- The school is a caring community, with a pleasant and purposeful working atmosphere, where all are welcomed and valued.
- The school makes very good provision for pupils' moral and social development; as a result, pupils' attitudes to the school and learning are very good; relationships among pupils and between adults and pupils are also very good.
- The Foundation Stage provides children with a very good start to their full time education; the school works well in partnership with other schools; it provides a good range of extra-curricular opportunities.
- The quality of teaching is good; pupils make progress that is good overall as they move through the school.
- The leadership and management of the school are very good and are clearly focused on improving pupils' achievements.
- The school works well with parents and with its committed and supportive governing body.

What could be improved

The school is firmly committed to continual improvement and recognises the need to:

- Raise the level of pupils' attainment in geography and religious education.
- Enhance the opportunities that pupils have for developing their skills, knowledge and understanding in art and design, geography, history, music and religious education.
- Maintain the present good quality of support for pupils with special educational needs while increasing the quantity in order to meet the increasing need.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in April 1998, the school has made good overall improvement with respect to the key issues identified and the quality of education provided. In particular, the quality of teaching has improved a lot since the last inspection and there is now much better provision for children in the reception class. The good partnership between the headteacher, staff, governors and parents provides a good basis for further improvement.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	D	D	D	well above average A
mathematics	D	E	C	C	above average B
science	A	C	D	E	average C
					below average D
					well below average E

Schools are described as similar when they fall into the same band for free school meals, in this case between 8 and 20 per cent. At present 10.4 per cent of pupils claim their entitlement. Caution should be exercised in interpreting National Curriculum results; each pupil represented 8 ½ per cent of the last Year 6 and this percentage can make the difference between average and below average or between below average and well below average.

Children in the reception class make good progress, although many will not achieve the early learning goals in some areas of the curriculum before they move into Year 1. The overall trend in the school's results of National Curriculum tests at the end of Year 2 over the last three years has been upwards. Test results at the end of Year 6 have fluctuated since the last inspection but overall the trend has been similar to the national picture. The majority of pupils made at least satisfactory progress between the ages of seven and eleven. The school sets realistic targets for each year group. In the view of the inspection team, present standards at the ends of Years 2 and 6 are as shown in the following table, indicated by *above*, *in line with* or *below* national or, in the case of religious education, locally agreed, expectations. A dash (-) indicates that insufficient evidence was provided during the inspection period on which to base secure judgements.

Subject	Year 2	Year 6	Subject	Year 2	Year 6
English	<i>In line</i>	<i>In line</i>	Mathematics	<i>In line</i>	<i>In line</i>
Science	<i>Above</i>	<i>In line</i>	Religious education	<i>In line</i>	<i>Below</i>
ICT	<i>In line</i>	<i>In line</i>	Design and technology	-	<i>In line</i>
Art and design	-	-	Music	-	-
Geography	<i>In line</i>	<i>Below</i>	History	-	<i>In line</i>
Physical education	<i>In line</i>	<i>In line</i>			

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils involve themselves enthusiastically in all that the school offers. They have very good attitudes towards the school and their own learning.
Behaviour, in and out of classrooms	Pupils behave well, both in lessons and around the school. They work together well in lessons and pupils of all ages play together sensibly.
Personal development and relationships	Relationships between pupils, and between pupils and adults are very good. When they are given the opportunity, pupils enjoy taking responsibility; their personal development is good.
Attendance	Satisfactory; pupils are keen to come to school and most arrive punctually. Levels of unauthorised absence have fallen in the current school year.

Relationships are a strength of the school. Pupils develop very good attitudes towards each other and their learning. This owes much to the very good example set by the adults in the school community.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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. During the inspection, the teaching in many lessons was at least good, including a substantial amount that was very good; there was no teaching that was less than satisfactory. This represents a big improvement since the last inspection. The teaching of English, including literacy, was never less than good. In mathematics, including numeracy, the overall quality of teaching was also good.

The teaching has many strengths, including teachers' very good relationships with pupils and their management of them. Teachers use questions well to revise and extend learning and expect a high standard of work and behaviour. Homework is used well to give pupils opportunities to carry out research and to learn to organise their own work. There is scope for further improvement in the use of pupils' skills in information and communication technology to support learning in other subjects.

From the reception class onwards, pupils are actively encouraged to become confident in their ability to learn and to work independently where that is appropriate. Pupils work hard, showing interest and a good level of concentration on their tasks. They take care with the presentation of their written work and are eager to answer questions and contribute to discussions. The quality of most pupils' learning and the progress they make are good. However, the needs of younger pupils with special educational are not well met when they do not have specialist support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range and quality of learning opportunities in the Foundation Stage and makes satisfactory provision for teaching the subjects of the National Curriculum and religious education, with a strong emphasis on literacy and numeracy. In some subject areas pupils do not have sufficient, regular, planned opportunities to develop their knowledge, skills and understanding in a systematic way. There is a good range and quality of extra-curricular activities and the school works closely with other local educational establishments.
Provision for pupils with special educational needs	The overall level of provision is unsatisfactory. The recent increase in the number of pupils with substantial special educational needs has not been matched by a sufficient increase in the resources required to meet these needs; in fact the funding that the school receives has been substantially cut. The existing provision is of good quality and well organised and the school achieves considerable success with those pupils whom it is able to support regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social and moral development is very good, with a strong emphasis on consideration for others and personal relationships. Provision for pupils' cultural development is good; provision for pupils' spiritual development is satisfactory. The overall provision for pupils' personal development is good.
How well the school cares	Staff know pupils well and there is a caring and supportive atmosphere. Pupils' personal development and their progress in English and

for its pupils	mathematics are monitored and supported well. There is room for improvement in the way that the school uses assessment information to plan subsequent work and set targets for pupils in other subjects.
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The school has developed positive relationships with parents, many of whom are involved with their children's learning at home. A small number of parents and other members of the community also help in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, supported by the governors and his deputy, provides very good leadership, focused on improving pupils' achievements. There is now a clear vision for the future development of the school; what needs to be done, and how, has been clearly identified.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and are taking on increasing responsibility for shaping its future direction. All statutory responsibilities are fulfilled well, through a number of effective committees.
The school's evaluation of its performance	The headteacher, with the support of his deputy and the governing body, keeps all aspects of the work of the school under continuous review. Monitoring by the headteacher has contributed to improvements in the quality of teaching. Most co-ordinators now need opportunities to directly observe the quality of teaching and learning in their subjects.
The strategic use of resources	Good; development planning is good and financial planning is very well based on educational priorities. The headteacher and the governing body manage the budget very well. The school makes good use of specific grants to raise standards and actively seeks to obtain best value for the monies allocated to it.

Staffing, accommodation and learning resources are satisfactory overall; the school has spent wisely on learning resources and these are of good quality. The school is currently under-staffed in terms of the provision of specialist support for pupils with special educational needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The views of the 40 parents who returned completed questionnaires and of the 17 who attended the pre-inspection meeting were taken into account.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school has high expectations of children. They are well informed about their children's progress and are comfortable about approaching the school with questions or problems. How well the school is managed and led. The range of activities outside lessons. 	<ul style="list-style-type: none"> The degree to which the school works closely with them. Behaviour. Teaching. The amount of homework.

The inspection team fully agrees with the positive views expressed by parents. Inspectors judge that the school tries hard to involve parents in its work. The quality of teaching is good, as is the behaviour of the pupils. The amount and type of homework set are appropriate to the age of the pupils and are making an important contribution to raising standards.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The overall attainment of most children on entry to the present reception class was well below average in most areas of learning. The class includes a well above average number of pupils with special educational needs. The attainment of most children in other year groups was close to national expectations in most respects when they entered the reception class. For those now in the junior years, children in reception, Year 1 and Year 2 were taught in one class. By the time they enter Year 1, the majority of children are likely to be below, but close to, the early learning goals in most areas of the curriculum. Some children are on target to achieve, or exceed, the goal in one or more areas. The good progress that children have made, and are making now, is directly due to the very good quality planning, teaching and organisation in the reception class. There is no significant difference in attainment between boys and girls.
2. In the National Curriculum tests for Year 2 in the summer of 2001, results show that pupils' attainment was well below the national average in reading and mathematics, below average in writing. In the science teacher assessments, all pupils achieved at least the national standard of level 2. In respect of the proportion of pupils who achieved the higher National Curriculum level 3, the school's results were well below the national average in reading and mathematics, close to it in writing and above it in science. The overall trend in the school's results in the Year 2 tests over the last three years has been upwards. When compared with those of schools with a similar take-up of free school meals, results are well below average in reading and mathematics, below it in writing and well above average in science. There were some differences in boys' and girls' results in 2001, particularly in reading. However, caution should be exercised in interpreting National Curriculum results and comparing one year group with another; each pupil represented around seven per cent of the last Year 2 and this percentage can easily make the difference between *average* and *above average* or between *above average* and *well above average*.
3. The Year 2001 National Curriculum test results for Year 6 were close to the national average in mathematics and below average in English and science. When compared with those in schools nationally with pupils from similar circumstances, results in 2001 were average in mathematics, below average in English, and well below average in science. Test results have fluctuated since the last inspection but overall the trend has been broadly in line with the national trend. On average over the last three years, boys have performed better than girls in mathematics and science.
4. The school sets realistic targets, in consultation with the local education authority, for each Year 6 class. In 2001, the school came close to its target in English but not in mathematics. The arrival of two pupils on the higher stages of the special educational needs register after the targets were set was a major factor in the failure to reach the mathematics target. Targets for the present Year 6 are challenging but the evidence is that the school will come at least close to achieving them in both subjects. Most pupils achieve well in relation to their attainment on entry as they move through the school.
5. Pupils with special educational needs, including those with statements, make at least satisfactory progress when they are effectively supported within lessons. This is most often the case in the junior classes. Teachers normally set work that matches their needs and teaching assistants, who may be most actively supporting a pupil with a full statement of special educational need, ensure that these pupils are fully included in activities. Where pupils with significant special educational needs do not have extra support they do not make satisfactory progress and their access to the lesson is inadequate. This is often the case in the reception and Years 1 and 2 classes where some pupils on the higher stages of the register of special educational needs do not get the support that they need.
6. The inspection team judged that pupils' attainment in science exceeds national expectations for seven-year-olds. In English (including literacy), mathematics (including numeracy), information and communication technology and physical education, pupils' attainment is in line with national

expectations for both seven- and eleven-year-olds. Pupils' attainment is in line with expectations for seven-year-olds in geography but below expectations for eleven-year-olds because some aspects of the subject are not given enough emphasis, including map work and learning about the locality of the school and a contrasting one. At the end of Year 2 pupils' attainments are in line with those expressed in the locally agreed syllabus for religious education. However, pupils' attainment at the end of Year 6 does not meet the expectations of that syllabus with respect to the *learning from religion* aspect. In several subjects, including art and design, and music at both Years 2 and 6, and design and technology and history in Year 2, there was insufficient evidence of pupils' achievements for inspectors to make secure judgements about standards. (For further details of pupils' achievements and progress in the Foundation Stage and in the subjects of the National Curriculum and religious education, see paragraphs 57 - 128)

Pupils' attitudes, values and personal development

7. Pupils from the reception class onwards clearly enjoy coming to school and their attitudes to the school and learning are very good; an improvement since the last inspection. Pupils are very enthusiastic, keen to answer questions and contribute to discussions. They are interested in their work and concentrate well. They work well independently when required to do so, seen, for example, when pupils in Years 5 and 6 carry out their computer tasks.
8. Behaviour in lessons is good, in response to teachers' clear expectations. Pupils support each other well when working in pairs or small groups and this helps to include those who have special educational needs. Pupils move around the school in a controlled way and lunchtimes are pleasant occasions. The provision of a lot of good playground equipment and the involvement of those who are supervising the children results in enjoyable play rather than mere dashing about. The school actively discourages bullying and parents at the pre-inspection meeting confirmed that isolated instances were dealt with effectively. There have not been any exclusions in recent years.
9. Relationships between staff and pupils and among pupils themselves are very good and a strength of the school. Boys and girls mix well and older children spontaneously look after younger ones when the need arises. Pupils respond well to opportunities to take such responsibility. They also confidently assist in assemblies by operating sound equipment. Their personal development is good; they become well-mannered and mature people.
10. Levels of attendance are satisfactory and are broadly in line with the national average. This contributes to the quality of learning of most pupils. However, some pupils take holidays during term time and this has an adverse effect on the learning as well as on the overall attendance figures. The level of unauthorised absence (due to one pupil) has reduced significantly in the current year although it is still worse than the national figure. Most pupils now arrive punctually for school.

HOW WELL ARE PUPILS TAUGHT?

11. On the evidence of pupils' work and the lessons observed during the inspection, the overall quality of teaching is good. During the inspection it was good or better in 83 per cent of lessons, including 34 per cent that were very good. There was no unsatisfactory teaching. This represents a considerable improvement since the last inspection, when half were good and only one lesson was judged to be very good. Reasons for the overall improvement include the successful adoption of the national strategies for literacy and numeracy and increased emphasis on monitoring by the headteacher.
12. The quality of teaching in the Foundation Stage during the inspection was never less than good; in half of lessons it was very good. It was good in more than three-quarters of lessons observed in the infant and junior classes, including more than a quarter that were very good. The teaching of English, including literacy, was never less than good. In mathematics, including numeracy, the overall quality of teaching was also good.
13. Work for pupils with special educational needs is planned by class teachers, bearing in mind pupils' individual targets. Teaching assistants, including those who directly work with the two

pupils with full statements, provide valuable support. Teachers, particularly in literacy and numeracy, set tasks at different levels of demand and this also benefits pupils with special educational needs. The partnership between teachers and the teaching assistants is strong and pupils benefit from their teamwork. In many lessons, however, particularly in the reception class and the Years 1 and 2 class, there is no teaching assistant support although there are pupils who need it. The quality of these lessons is sometimes adversely affected for all pupils because of this.

14. There are very good relationships between adults and pupils and together they maintain a pleasant and purposeful working atmosphere in their classrooms. Teachers manage their pupils very well and, as parents reported, have high expectations both in terms of the standard of work and of behaviour. Pupils are very interested in their lessons, concentrate well and work hard because they are set tasks that are both interesting and well matched to their present stage of learning. Pupils in Years 5 and 6, for example, were clearly very involved with the work leading to their making slippers.
15. **Other features common to the good or better teaching seen during the inspection included:**
- clear identification of what pupils were to learn: teachers made this clear to them at the start of the lesson;
 - good use of questions to revise what had been already learned, to extend learning and to check for understanding;
 - a good balance of whole-class, group and individual work and of different activities – speaking and listening, writing, practical;
 - the provision of tasks set at different levels of ability;
 - good reference back to what was to be learned so that pupils know how they have got on.
16. **Where teaching was less successful, but still satisfactory, the reasons included:**
- learning intentions not being clear enough or specific enough to the lesson;
 - too little time being allocated to the lesson or too long being spent on one part of it;
 - insufficient use of ICT to support and extend learning.

Learning and progress

17. Pupils of all abilities are being successfully helped to become confident in their ability to learn and to work independently where that is appropriate. In more than three-quarters of lessons, learning was judged to be good or better. Pupils' attitudes to their work, and their behaviour, were very rarely less than satisfactory; in more than three-quarters of lessons they were judged to be good, including more than 40 per cent where they were very good.

The quality of marking

18. The quality of teachers' marking of work in books is generally good. At best it includes comments that clearly show pupils what is good (or not) about their work and how it can be improved. For example, *The way you have checked your calculations is really useful.*

Homework

19. Homework is set regularly and is making an important contribution to improving pupils' achievements. Pupils from Years 5 and 6 said that they enjoy doing interesting homework and the quality of the way that many organise and present their homework folders indicate that they take pride in doing it well. (For further details about the quality of teaching and learning in the Foundation Stage and in the subjects of the National Curriculum and religious education, see paragraphs 57 - 128)

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

20. The school's curriculum is broad and reflects the fact that there has been improvement to some areas identified in the previous inspection report, for example the absence of policies for design and technology and music.

21. There is a broad curriculum map and planning is supported by Government recommended guidance and planning. This ensures that the planned curriculum meets statutory requirements. English and mathematics are given priority and all classes have daily literacy and numeracy sessions. Personal, social and health education is taught well. Pupils receive sex education and are made aware of the dangers of drugs. There are some strong cross-curricular links. The provision benefits from the support of the governing body's curriculum committee. Pupils have access, in principle, to all aspects of the curriculum.
22. In practice, however, subjects such as art, geography, history, music and religious education have enjoyed a relatively low profile in the school while literacy and numeracy have been the priorities. The progressive development of pupils' skills, knowledge and understanding in these subjects has not been successfully promoted. Currently, pupils' levels of awareness and understanding in some of these subjects are below those expected for their age. The school is aware of the need to put this right. The provision for pupils with special educational needs in the Foundation Stage and Years 1 and 2 is inadequate. Pupils in the junior classes who have special educational needs have relatively better access to specialist support and make at least satisfactory progress.
23. The curriculum is enriched by a wide range of extracurricular activities, in which many pupils take part, and by educational visits. Parents and volunteers from the community assist with various activities such as sport. Relationships with linked secondary schools are good and these contacts support pupils' overall progress.
24. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. Religious education, assemblies and the daily act of collective worship are major contributory factors in the promotion of such development. The school's success in this respect is largely due to the effective leadership of the headteacher.
25. Provision for pupils' spiritual development is satisfactory. Topics such as 'appreciation of people and places' provide opportunities to gain an insight into different values and beliefs as well as for reflection. Pupils learn about ancient gods and goddesses through history topics such as Ancient Egypt. There is some evidence to suggest that older pupils' experience of literature similarly heightens their spiritual awareness. However, they were not observed being encouraged to respond to religious teaching by relating it to their personal experiences. Daily acts of collective worship, which meet all statutory requirements, make a sound contribution to pupils' spirituality. There is scope, however, for more planned opportunities, including links with multi-faith communities, to develop this aspect of pupils' education within the curriculum.
26. Provision for pupils' moral development is very good. The school has a strong moral code that sets boundaries for acceptable behaviour. Its framework of values enables pupils to distinguish between right and wrong. Classroom activities and assembly themes often raise moral issues, and adults always set good examples. The school's expectations of behaviour are high. Most pupils respond positively to this and show respect for each other and for property. Most parents are happy with the values and principles that the school promotes.
27. Provision for pupils' social development is also very good. The school fosters good relationships. The friendly way pupils from diverse social backgrounds play and work together is commendable. A good range of curricular and other activities including class discussion time, which is part of the personal, health and social education programme, visits and links all contribute to this aspect of pupils' development. The school provides some good opportunities for pupils to take initiatives and responsibilities such as older pupils taking care of younger ones. The school's strong local links have an impact on pupils' social skills; they learn to become good citizens, contributing to the profile of the school in the community.
28. Provision for pupils' cultural development is good. Pupils have opportunities to develop an understanding and appreciation of their own cultural heritage through art, music and literature. For example, pupils gain a great deal from visiting museums and from visits from theatre groups. They also learn about festivals and, to some extent, different customs and traditions through history, geography and religious education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school has maintained the good level of support and guidance identified in the previous report. The headteacher and staff know the pupils well and provide a caring supportive atmosphere that enables pupils to learn well.
30. Day-to-day care is very apparent in the school. Child protection is taken seriously. Systems are secure although formal procedures do not match the good practice that occurs: the school uses local guidance, but has no policy that clearly explains procedures for staff to follow. The designated person has not received any recent training and formal arrangements to ensure that staff, including new members, are regularly updated have not been established. First aid arrangements are in place. Minor playground injuries are appropriately dealt with and recorded. Parents are routinely notified if an incident involves a blow to the head. Members of staff know about pupils in their class with medical conditions. Fire evacuation procedures take place each term but are not being recorded. The local authority carries out an annual check of the site and premises but the school has not established its own regular systems. Arrangements are in place for equipment to be checked each year.
31. Pupils' personal development is supported well in the caring atmosphere that the school maintains. Class teachers know pupils well. They understand their individual needs and difficulties and use this knowledge to monitor pupils' personal development. Any concerns are recorded and are discussed with the headteacher. A high value is placed on recognising and rewarding pupils' successes. Achievements, good work and behaviour are acknowledged weekly, in assembly, in newsletters and on the notice board.
32. The school ensures that parents are made aware of the importance of good attendance and punctuality. Any issues that arise about pupils' attendance are dealt with personally by the headteacher. He regularly checks registers and follows up, informally in the playground, any unexplained absences or irregular patterns of attendance. On the few occasions when it is necessary, this is followed up with letters to the parents of pupils with attendance problems. Where the headteacher has more serious concerns, referral is made to the education welfare officer.
33. There are good procedures for monitoring and promoting good behaviour. The school has clear and high expectations on standards of behaviour and uses an approach based on rewarding good behaviour. Staff are clear about the strategies and consistently use reward. This encourages pupils to behave well. Pupils know the standards expected and are aware of the consequences of any inappropriate behaviour. 'Board mark' books record and monitor any incidents of inappropriate behaviour. Bullying is very rare and there are good procedures to deal with any instances that do occur.
34. The school has maintained its good practice of assessing and recording pupils' academic progress in core subjects, and their personal development since the last inspection. The pupil tracking system is well-developed. Teachers regularly assess pupils in English and mathematics. Their marking of pupils' work is generally positive, though not consistently detailed or formative. In addition to teacher assessment, the school uses the Qualifications and Curriculum Agency's non-statutory assessments with Years 3 to 5.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. Parents who attended the pre-inspection meeting expressed largely positive views. Many parents feel the school offers a wide range of activities outside lessons, and are happy with the information they receive about their children's progress. They feel that the school has high expectations, is well led and managed and are comfortable about approaching the school in the event of any concerns or problems. While parents who returned the questionnaires were generally supportive of the school, a significant number expressed concerns about various aspects of school life. Not all parents, for example, feel that their children like school, or feel it is helping their children to become mature and responsible. While many parents are happy with the standards of teaching and with the amount of homework, others expressed concern. A number of

parents do not consider their children are making sufficient progress, do not feel the school works closely with them and are unhappy with behaviour in the school. Inspection evidence does not support any of the areas of concern expressed by parents.

36. The school has developed good links with parents. The positive features identified in the previous inspection have been maintained. Induction into the reception class is well organised. Offering parents a meeting with the headteacher prior to their children starting school establishes a close relationship. Parental support is encouraged in all areas of school life and this has a positive effect on the work of the school and pupils' learning. The headteacher is always available to talk to parents and, together with teachers, is accessible at the start and finish of the day. This informal daily contact provides an effective channel of communication on day-to-day matters. Parents are invited to performances and have been invited to give their views on various aspects of school life through a recent questionnaire.
37. Some parents make an important contribution towards school life and pupils' learning through helping in school. They regularly hear children read, run the weekly tuck shop, and accompany pupils to swimming and sports events. Although there is currently no parents' association, parents willingly help with events; for example they recently supervised a sponsored assault course event.
38. Parents are involved in working with their children at home. From reception, pupils are encouraged to take their reading books home each day. Home-school reading records are regularly used and in reception are used as a means of communication between the teacher and parents. Other homework is being regularly set. Many parents support their children by sharing books, listening to them read and supporting homework. The school now ensures that parents are clear about the homework their children will receive each week; however, the policy is still in draft form.
39. Information provided by the school for parents is good overall, but does have some shortcomings. Weekly newsletters keep parents informed about school matters, forthcoming events and key dates. The prospectus and annual governors' report to parents contain useful information on school routines. The annual open afternoon enables parents to see their children's work. Although parents are provided with brief headings about topics being covered in lessons each term, this is still insufficient for them to gain an understanding about the curriculum and what is being taught. Curriculum meetings have been arranged, but are not a frequent feature in the school.
40. Parents are well informed about their children's progress. Two formal consultation meetings provide the opportunity to discuss progress and enable teachers to share targets for future learning. Parents are also offered the opportunity to discuss annual written reports should they wish to do so. These reports inform parents about what their children know and set targets for future learning but provide little information about their children's strengths and weaknesses

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher provides very good leadership for the school. This is exemplified in his determination to tackle the outstanding issue, noted in the last report, of mixing the reception, Year 1 and Year 2 classes. The creation of a reception class was an act of faith, but such is his leadership that he had the full support of the governing body and staff. His vision of the importance of small village schools has motivated staff, pupils, parents and the community to create a learning community where all are valued. This success is measured by the fact that the school is over-subscribed. All other key issues noted in the last report have been dealt with. The headteacher, deputy and all staff work together with a shared commitment. The views of parents are actively sought and taken seriously. There is a commitment by all to the importance of equal access, and this is exemplified by the total inclusion of the pupil who has impaired vision.
42. The governing body is effective in carrying out its statutory duties, which is an improvement since the time of the last report. Governors are deeply committed to the school. They take a keen interest in the school and its work, and have a clear picture of its strengths. They are fully involved in the life of the school, and observe lessons, for example. The chair of the governors is a regular and welcome visitor. The governing body has an appropriate committee structure and the

full governing body meets regularly. Governors keep up to date with developments in education and the work of the school, through appropriate training and reports from the headteacher.

43. The school improvement plan is a comprehensive and detailed document, which provides a very clear picture of past successes and the way forward for the school. The emphasis rightly has been on improving standards in literacy and numeracy. The foundation subjects are those to which, it is planned, attention will now be given. Priorities for improvement have clear timescales.
44. The school is very well managed. It monitors and evaluates its effectiveness closely, and this is seen by the realistic targets agreed with the local authority, which reflects the spread of ability of the pupils. The headteacher monitors teaching closely, and the standard of teaching throughout the school is good. The delegation of responsibilities is a sign of an effective manager, and not only has the newly appointed deputy improved assessment and the professional development of staff, but also has a clear vision of her next area of development. The co-ordinators for English, mathematics and science have delegated budgets. Performance management is effective and follows the school's priorities. The induction of new staff is thorough, and the stability of staff reflects the effective management of responsibilities, as well as the shared commitment.
45. Day-to-day administration is good. The office runs smoothly and the secretary is very willing to give assistance. Financial control is secure and best value principles are applied fully to all purchases. Care is taken to examine the tenders, and the cheapest is not necessarily the one accepted. The finance committee are mindful of best practices, and ensure that these are followed. The specific grants are very well allocated and used. There had been a high carry forward figure, but this was successfully used in the formation of the reception class. The additional spending on resources in the last year has resulted in a carry forward figure closer to the recommended level.
46. The school is very well staffed with dedicated, well-qualified and experienced teachers, who are very well supported by trained and committed learning support teachers and assistants. However, there are too few support staff to meet the needs of all pupils with special educational needs, particularly in the reception and Year 1 / 2 classes, where there are children who have been put forward for statementing. This results in unsatisfactory progress for these children and pupils. All teachers and other staff are determined to give the best possible education and support to children and pupils.
47. The accommodation is adequate for teaching the National Curriculum, but is hampered by the listed nature of the buildings, and any extension to the buildings removes space from the play area for pupils and children. For a peppercorn rent, pupils use a small area belonging to the Rectory, which provides a small strip used by the gardening club. At present the school does not have a fenced area for Foundation Stage children, but there are plans to provide this. The classroom for the Foundation Stage is small, and the problems of having water and sand available will be met when there is a fenced outdoor area for these children. The playground is attractively painted to provide a stimulus to pupils' play, along with a wealth of playground equipment. The school, including the two mobile classrooms, is well decorated, and there is a rolling programme of maintenance. Pupils' work is given a high priority in displays, which are attractive and well presented. Every available space is well used, and the recent extensions are well designed. The caretaker makes sure that the school is clean and welcoming.
48. As a result of recent spending, all subjects are adequately resourced to cover the National Curriculum and religious education. Resources are used well, and the library area has a good range of books. It is a quiet and attractive area, although the seating is not suitable for the youngest pupils; improvement in this respect might encourage them to browse. Good use is being made of the mobile library.

THE PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

49. At the time of the inspection more than one-third of the 94 pupils on the school roll had identified special educational needs. This proportion has grown substantially over the last two years, partly because of the school's success in meeting such needs. The proportion of pupils with special educational needs is now well above the national average, particularly in the reception and Years

½ classes. Because of the scale of provision required to meet these needs the inspection team is presenting its findings in this distinct section as well as in references throughout the report.

50. The school has considerably increased the level of support that teaching assistants, working with class teachers, give to pupils. In the junior classes, two pupils with full statements of special educational need are making good progress as a result of specialist support being available on a regular basis. Other pupils in these classes also benefit from the presence of the additional support. Provision in these classes is at a satisfactory level and is managed well.
51. In the reception class and the class for pupils in Years 1 and 2, the school is faced with a growing proportion of pupils having special educational needs, including relatively high numbers who need a significant level of regular support. The local education authority has not restored the cut that it made to the school's special educational needs budget for this year. Because of its own staffing difficulties the local education authority has not been able to respond urgently and effectively to the need for some children and pupils to be formally assessed. The school has already supplemented the special educational needs budget to approximately 15 hours a week. Where these children and pupils receive skilled support they make good progress. When support is not available they are often unable to engage with the content of the lesson, sometimes distract other children and do not make satisfactory progress. Because of this, the overall provision for meeting pupils' special educational needs is unsatisfactory, although what is provided is of good quality and organised well. Quite simply, there is not enough.
52. The special educational needs co-ordinator has a good working relationship with staff, which facilitates the prompt identification of pupils with learning difficulties or behavioural problems. Teachers and support staff know the pupils well and foster the trust that provides good conditions for learning. They work with the pupils to ensure that they develop basic skills and help the two pupils with full statements to be fully included in all that the school offers.
53. The school's systems to identify, assess, support and review pupils' special educational needs are good. Assessment data about pupils with special educational needs are used to ensure that the support they receive is appropriately focused. Individual education plans are of good quality.
54. The co-ordinator is effective in involving parents, teachers and outside agencies. Parents of pupils with special educational needs are kept informed of the progress their children make. They are involved, as necessary, in the review process. For the most part, parents are happy with the way the school is responding to the needs of their pupils, within its budgetary constraints. The school makes as good use as it can of outside agencies to support pupils' needs. The special needs co-ordinator has regular contact with external agencies such as the educational psychologist or social services.
55. The provision for pupils with special educational needs is well documented and managed. It is consistent with the new Code of Conduct in policy and practice. The school's caring atmosphere is promoted by all the adults who work with these pupils. This care is underpinned by carefully developed processes for the identification of special needs and for the development of individual work programmes to meet the needs. The co-ordinator ensures that teachers and teaching assistants are kept up to date on developments in special educational needs, either through attending relevant courses or through sharing information with them in staff meetings. She has regular meetings with assistants in which the progress of individuals is reviewed and targets revised when the need arises. All of this has enabled the school to establish itself as an effective provider of support for pupils with special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In accordance with the existing agenda for school development, the headteacher, with the governing body and staff, should plan to:

Raise the level of pupils' attainment in geography and religious education by:

- making sure that all aspects of the curriculum are given due attention and teaching time;
- keeping track of pupils' progress as they move through the school;

- enabling the subject co-ordinators to monitor the quality of teaching and learning throughout the school.

See paragraphs 101 – 106, 123 – 128

This area for improvement is included in the school's development planning

Enhance the opportunities that pupils have for developing their skills, knowledge and understanding in art and design, geography, history, music and religious education by:

- making sure that the schemes of work provide sufficient guidance on what skills, knowledge and understanding pupils should develop in each year and subsequently build on;
- carrying out regular assessments based on what pupils were intended to learn and using these to plan later work;
- making sure that sufficient time is allocated to each of these subjects on a regular basis;
- developing the role of subject co-ordinators so that they take responsibility for monitoring the quality of teaching and learning throughout the school.

See paragraphs 22, 94 – 96, 101 – 109, 114 – 117, 123 - 128

This area for improvement is included in the school's development planning

Maintain the present good quality of support for pupils with special educational needs while increasing the quantity in order to meet the increasing need by:

- urgently seeking assessment and further support for those children aged four to seven who need more regular skilled help than they are currently getting;
- actively seeking the funding necessary to enable the special educational needs co-ordinator to work with children who are not in her class, as part of her supporting and monitoring role;
- seeking a review of the basis on which the school is funded to meet the special educational needs of pupils, given its success in including them in all that it offers and the costs of this.

See paragraphs 46, 49 – 55, 60

This area for improvement is included in the school's development planning

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	14	5	0	0	0
Percentage	0	34	49	17	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	92
Number of full-time pupils known to be eligible for free school meals	10

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	32

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.9
National comparative data	0.4

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	10	5	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	9
	Girls	4	4	4
	Total	13	12	13
Percentage of pupils at NC level 2 or above	School	87 (93)	80 (86)	87 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	10
	Girls	4	4	5
	Total	12	13	15
Percentage of pupils at NC level 2 or above	School	80 (86)	87 (93)	100 (93)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	5
	Girls	6	4	6
	Total	9	7	11
Percentage of pupils at NC level 4 or above	School	75 (86)	58 (57)	92 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	5
	Girls	6	5	6
	Total	10	8	11
Percentage of pupils at NC level 4 or above	School	83 (57)	67 (50)	92 (71)
	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	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	75
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	18.4
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	64

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/2001
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	£
Total income	254326
Total expenditure	248664
Expenditure per pupil	2674
Balance brought forward from previous year	16729
Balance carried forward to next year	22391

This balance was reduced to £13000 by the end of March 2002.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

43%

Number of questionnaires sent out

92

Number of questionnaires returned

40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	25	5	8	0
My child is making good progress in school.	51	33	8	8	0
Behaviour in the school is good.	30	50	13	5	3
My child gets the right amount of work to do at home.	48	38	13	3	0
The teaching is good.	53	35	10	3	0
I am kept well informed about how my child is getting on.	35	58	5	3	0
I would feel comfortable about approaching the school with questions or a problem.	68	25	0	8	0
The school expects my child to work hard and achieve his or her best.	59	33	5	3	0
The school works closely with parents.	43	38	15	3	3
The school is well led and managed.	60	33	0	8	0
The school is helping my child become mature and responsible.	51	33	8	5	3
The school provides an interesting range of activities outside lessons.	53	40	5	0	3

Other issues raised by parents

Parents were very pleased about the creation of a separate reception class.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. The quality of education for children in the Foundation Stage is very good, and provides them with a very good start to their full-time education. Children under five are admitted into the school in September and January, when the class has a maximum of 15 children. The school did not have a separate reception class at the time of the last inspection, and the new provision is a very great improvement.
58. The induction into the school is very good. Parents and children are very well prepared for starting school, based on good liaison with nurseries and playgroups. The reception teacher offers a home visit, which has proved invaluable. The gradual integration of pupils into the school ensures that children and parents have the confidence to begin the home-school partnership necessary for successful learning. Assessment in all the areas of learning is soon after children's entry to the reception class.
59. The curriculum provided is very good. It is broad, balanced, stimulating and interesting, and includes all the areas of learning recommended for the Foundation Stage. It is initially based on learning through play, and later the literacy and numeracy strategies are gradually included, which prepares children well for the main school. Through the reading diary, and regular informal meetings, parents are well informed about their children's progress.
60. The reception classroom is small, and as yet does not have a secure outdoor play area, although one is planned. This results in sand and water not always being available, nor access to play equipment. Also the sink is for too high for small children; however, this is being remedied. The class benefits from the in-class support of a teaching assistant for one and a half days a week. The teacher has to be where the children are; therefore they are either all in or all out. An additional teacher who works with a small group of children in another part of the building for two half-days per week also provides very valuable support. The room is colourful and stimulating, with a wealth of children's work covering the walls and hanging from the ceiling. Every inch of space is well used, there is an area for children to work on the computer, and there is also a small 'home' area.
61. The overall level of attainment when children enter the school is well below that expected in the majority of areas of learning, with the exception of the physical and creative areas of development. The children have a wide range of abilities, and two thirds have special educational needs, covering a large variety of needs. Some of these needs are so serious that the local education authority has been approached with a request for statements to be given. This had not been granted at the time of the inspection, which places the teacher and the children in an impossible situation. With only one and a half day's support, some children are not receiving the amount of regular support that they need. Without it, they find it difficult, if not impossible, to take a full part in all lessons, and frequently they are in a world of their own. With individual support, they are changed and happy children, who are a joy to watch. They enjoy learning, and they communicate with each other and with adults. Progress has been made with all children who have special educational needs, but it would clearly have been greater with more support. Overall progress, therefore, for children with special educational needs is unsatisfactory. At the top end of the ability range, one pupil is well above the level expected, and is very well catered for. He has also made good progress in social skills.
62. Most children will not achieve the early learning goals in personal and social education, communication, language and literacy, mathematics and knowledge and understanding of the world at the end of the reception year. However, most are on course to attain the targets in physical and creative development, but not all in the control skills necessary for writing.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

63. Most children's personal, social and emotional skills are well below those expected when they enter school. They make good progress to reach levels that are, however, still likely to be below

the expected level by the end of the reception year. Children play together, and those of average attainment talk together. This was seen when they were threading beads, and they discussed the numbers that they had, and the colours that they had used. However, the majority of children play alongside and not with others. This was seen in the 'home' corner, when they shouted at each other, and did not involve others in their pretend play. They concentrate for short periods only, when, for instance, they are involved in the literacy lesson. Children whose special educational needs are greatest seldom fully participate, as their attention frequently wanders. Children work independently on the computer and take turns, but hardly communicate with each other. They show good attitudes when working on practical tasks, such as when they play outside with equipment or when painting. They take care of others' work and take turns with equipment.

COMMUNICATION, LANGUAGE AND LITERACY

64. Children enter school with attainment that is well below that expected for their age. They are not likely to reach the expected level by the end of the reception year. The planned range of activities promotes children's language and literacy skills well. Most children listen well for a short time, and they are enthralled when stories are read to them. They enjoy singing songs and rhymes as a group activity. When asked to say when they had shared with another, they were very reluctant to talk, but some did tell times when they had shared with others. For example, one child said '*I shared a scooter with Jack*'. Some children with special educational needs find it very difficult to converse, and make irrelevant statements.
65. Children recognise and write their own names. They learn the necessary skills for reading, and are encouraged to read at home every night. One child reads to a level well above that expected. Most children, however, recognise only a very few words, and the least able are not yet able to read. However, all enjoy books, and delight in being asked to share them with an adult. The reading diaries are an important means of communication with parents, and they are filled in regularly, which helps children make progress with their reading. Letter sounds are well taught, but some children are unable to read three letter words, reading 'dog' for 'dig', and 'fog' as 'frog'.
66. In their writing, children use pictures and a few words to communicate meaning. Most are beginning to form upper and lower case letters correctly. A few copy words and have started to write independently.

MATHEMATICAL DEVELOPMENT

67. Children's mathematical ability on entry is well below that expected for their age. A wide variety of resources and experiences is used to improve their attainment, and no opportunity is lost to reinforce learning. For example, when making mini-beasts, children all counted the number of legs. Most count to five, and a few well above ten. They enjoy singing counting rhymes, such as 'Five speckled frogs', which reinforced counting down from five. They also counted down from 15 with the teacher, but few joined in until they were well below 10. Most recognise shapes such as squares and circles, which they explained was the shape of the ladybird's dots on her wings. They begin to use non-standard measures in length, and learned that they could estimate. Their estimations were inaccurate, but they enjoyed estimating how many pennies went on the tail of the mouse that they had made. They also took great care to match the pillar of cubes with a given piece of string. When they used estimation the following day, they were much more accurate, estimating 9 for 7 for example, rather than more wild guesses. Children's mathematical vocabulary builds up slowly, but despite the teacher's hard work to get the children to understand number concepts, many will not reach the expected level by the end of the reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

68. Children's attainment on entry is very low in this area of learning. Many good opportunities are provided for the development of children's knowledge and understanding of the world. For example, early morning registration, and times when an adult sits with children, are all taken as opportunities to talk about their families and homes. Children talk about mini-beasts, and are eager to explain that ladybirds fly. They talk about the way in which they get to school, and the wider world, such as shops. They are eager to explain what they know, and one pupil with

special educational needs, when talking about rainbows, emphatically said, '*Sun and rain, sun and rain*', to ensure that he was understood. Children are provided with useful experiences of using information and communication technology. They use the computer and the mouse well, drawing lines to join flowers. Despite the good progress that they make, most children are not on course to gain the expected standards by the end of the reception year.

CREATIVE DEVELOPMENT

69. Children's attainment on entry in this area of learning is low, particularly in the area of hand control. Not all children could use scissors or control their painting. Despite their low starting point, they make good progress, and most are on course to attain the expected levels by the time that they finish the reception year. They love singing, and join in the actions, although this proves too much of a challenge for some of them. In a range of creative activities, children show obvious enjoyment in developing skills in what they see, hear, touch and feel. They explore a wide range of materials, for example, paint, crayons, glue, and many materials when they draw, colour and stick. They take care when painting to try to represent their ideas, for example when colouring butterflies. There are many opportunities for children to experience role-play, but their play tends not to be imaginative, or collaborative. They mostly play by themselves.

PHYSICAL DEVELOPMENT

70. Children are well developed physically, and most are on course to reach the level expected of them by the end of the reception year. The children do not have full access to play equipment yet, but they performed well when throwing beanbags, although inaccurately. They successfully rolled hoops and then jumped into them, and played with a bat and ball. They also dribbled a ball with reasonable accuracy. Most showed reasonable control of small equipment. Children now use scissors well to cut, although their hand control for writing and for detailed intricate activities is less well developed.

TEACHING

71. The quality of teaching is good overall, with three out of the eight lessons seen during the inspection judged to be very good. All lessons are well planned, and, with a pleasant atmosphere based on good relationships, the children are happy and confident in the reception class. Supporting staff work well, both to support groups of children, and to work on a more individual basis. Staff provide good role models, and quietly insist that good behaviour is expected. This results showed when a character in a story said 'shut up', and a child commented 'That's not nice'. Activities are well planned, and tasks are well matched to the needs of the children. Plans build well on what the children already know and can do, and they are not expected to sit and listen for too long – there is a good balance of activities. Questions are used well to assess and extend learning. The teaching is focused on the early learning goals, and provides a good foundation for the National Curriculum.

ENGLISH

72. The previous inspection team judged standards of attainment in English to be in line with the national average in all aspects. According to the 2001 National Curriculum test results, the school's performance at the end of Year 2 was well below average in reading and below average in writing in terms both of the national average and that of similar schools. The results in English at the end of Year 6 were also below average, both nationally and in comparison with similar schools. This is because in that particular year group there was a high proportion of pupils with special educational needs, two of whom joined the school during Year 6.
73. Inspection findings are that overall attainment is in line with the national average at the end of both Year 2 and Year 6. However, the writing skills of a significant minority of Year 2 pupils are not yet well developed. This is due partly to below average attainment on entry and to the high proportion of pupils with special educational needs. Most pupils, however, are making good progress.

74. Pupils' attainment in speaking and listening is in line with national expectations. Many pupils in Years 1 and 2 respond positively to opportunities in the classroom to develop their oral skills. A significant number of pupils, however, are unable to express themselves appropriately or confidently. They lack confidence in developing an argument or talking to the class. In part, this reflects the absence of planned opportunities for extended speaking and listening, for example through drama, in this respect. By the time pupils leave the school, many, particularly at the top end of the ability range, demonstrate well developed speaking and listening skills. They contribute to discussion confidently, as was observed in a Year 5/6 debate on the use of computers in education.
75. Reading standards are in line with the national average throughout the school. The majority of pupils in Years 1 and 2 show a developing awareness of letter sounds and how to work out new words. Many read accurately, if not fluently or with sufficient understanding and expression. Less able pupils, including those with special educational needs, are at early stages of developing their skills and comprehension. Higher attaining pupils in Years 3 to 6 are independent readers, retrieving information from a variety of sources including non-fiction and the Internet. Strategies employed by the school such as silent and guided group reading have started paying dividends in terms of pupils' response and attainment. Pupils enjoy reading poetry, with some in the junior years showing a well-developed sense of rhyme and rhythm. Pupils demonstrate appropriate library skills, though many younger ones are unsure of their favourite authors.
76. Standards of writing are also in line with national averages. Pupils write for a good range of purposes, and pupils in Years 1 and 2 have started paying attention to alliteration in their writing. More able pupils in Year 2 write sentences using a given combination of words that share initial sounds. Other pupils, including the less able, need individual support with their writing. They have difficulty with recording their work unaided. Some of these pupils are unsure of punctuation and spelling.
77. By the end of Year 6, many pupils demonstrate reasonable understanding of how to structure stories and develop persuasive writing. Pupils of all abilities, particularly higher attaining pupils, pay increasing attention to grammar and punctuation. Some junior pupils are developing a good vocabulary across the curriculum. There are good examples of extended imaginative writing, and pupils use their word processing skills well. Some older pupils were observed developing skills relating to evaluation of each other's work. This does not, however, represent a whole-school picture. A significant minority of pupils throughout the school are less successful in written work. They have difficulty with complex sentences and extended writing. Spelling difficulties persist for many. Pupils' handwriting and presentation are generally good, though some do not relate their handwriting practice to their day-to-day schoolwork. The school has rightly identified writing as a priority for improvement.
78. Teaching is satisfactory in Years 1 and 2. It is good and occasionally very good in Years 3 to 6. In good and very good teaching, effective questioning rooted in good subject knowledge and planning enhances pupils' responses and understanding. This, together with imaginative use of resources, engages pupils in learning, while giving the lesson a brisk pace. A teacher in a junior class enabled pupils to consider their views carefully before arriving at a conclusion. In another junior lesson, well-led discussion inspired pupils' confidence in developing a story. Planning for these lessons often includes homework, and good organisation and management have a positive impact on pupils' learning and behaviour. Less effective, although still satisfactory, teaching reflected insufficient matching of tasks to pupils' differing abilities, and a lack of extra support for pupils with special educational needs. Teaching assistants, where available, make a good contribution to promoting pupils' attainment and progress.
79. Learning, generally, has good, and sometimes very good, features, particularly in the junior classes. Many pupils show high levels of motivation and concentration. They pay attention and are eager to contribute to discussion. Many work independently when required. This is partly due to pupils' positive attitudes to work and the way they relate to each other and their teachers. They are enthusiastic about activities and collaborate well, when encouraged to do so. This helps them to make good progress both in individual lessons and over time. Difficulty with concentration sometimes prevents a minority of pupils, particularly in Years 1 and 2, from benefiting fully from lessons. There is no significant difference between boys' and girls' learning.

Progress made by pupils with special educational needs, however, slows down when the support that they need is not available.

80. The National Literacy Strategy is well established, giving breadth and balance to the curriculum. Literacy skills are well developed across the curriculum. This development benefits from a range of successful initiatives such as target setting and tracking. The subject also benefits from good management, resourcing, assessment and monitoring. Books, both in classrooms and the library, include a suitable and accessible range of literature including non-fiction. Planning does not, however, sufficiently cater for the full ability range in a consistent way, as tasks are generally set in broad ability terms. The school has appropriately identified the need to raise standards in writing. The co-ordinator is aware of the need for more planned opportunities to develop pupils' speaking and listening skills, and further planned use of information and communication technology to promote literacy.

MATHEMATICS

81. Standards seen in mathematics are in line with national expectations in Year 2 and Year 6. Results in the 2001 National Curriculum tests for Year 2 were well below the national average and well below the average for similar schools. However, 83 per cent of pupils achieved the national standard of Level 2. This is similar to the position at the time of the last inspection; however, the school's results over the last four years have improved alongside the national average. Results in the national tests for Year 6 in 2001 were in line with national averages for all schools and for similar schools. Over the last five years, results have fluctuated but are now slightly better than at the time of the last inspection. The performance of boys has been consistently better than that of girls at the end of Year 6; however, the small numbers in each year group mean that great caution should be taken when making any comparisons.
82. Pupils build well on the good start that they have been given in the Foundation Stage, where they made good progress so that many of them reached standards close to what is expected for their age when they entered Year 1. Examination of the work of pupils in the mixed-age class for pupils in Years 1 and 2 shows that most have made satisfactory progress. As well as improving their skills, knowledge and understanding in number work, pupils have learned the names of common shapes and how to measure in centimetres and millimetres. Pupils have improved their skills in reading scales when measuring weight in metric units. Teachers have provided good opportunities for pupils to build their skills in applying what they have learned to word, picture and real-life problem solving, for example in 'shopping' and weighing. During the inspection, for example, pupils in this class made sound progress in developing their skills in solving multiplication and division problems in words and pictures. In the concluding session the problem of working out how many children's legs there were under one of the group tables led to good discussion. The pupil who volunteered *Count the heads twice* showed good understanding. At least half of the class demonstrated that they could count confidently and accurately in two's in their heads. Pupils in this class have also looked at different ways of showing information and a display gives an example of good use of information and communication technology resources as well as square colouring to depict favourite foods and colours.
83. Pupils in the class for pupils in Years 3 and 4 have also made sound progress and improved the presentation of their work. They have a good working knowledge of shapes, including different sorts of triangle. They accurately double and halve a range of number of different sizes. They have been introduced to decimals and demonstrate that they can count in steps of 0.1 and convert 711p to £7.11. In a very good lesson during the inspection pupils made very good progress in both problem solving and in understanding the variety of methods that could be used. Their very good learning was brought about through the teacher's clarity about what she wanted the pupils to learn and the provision of tasks that were very well planned to make it happen. Shopping tasks based on real prices from the local farm shop and a range of tasks to suit pupils of different ability meant that all pupils could be fully involved in the lesson. Because the teacher continually moved around the room from group to group, any difficulties were quickly sorted out and no time was wasted. The teacher emphasised that pupils were to choose their own method after careful consideration and to keep track of what they were doing – showing their working. This is very good practice and promotes good attitudes to learning mathematics.

84. The teacher of the class for pupils in Years 5 and 6 has concentrated on number work during the current school year and most pupils have made good progress in this aspect of the subject. During the inspection, pupils made good progress in their understanding and manipulation of equivalent fractions. This was because the teacher carefully and methodically moved the class on from understanding a visual method that worked for families of fractions like halves, quarters and eighths to working through calculations. Tasks were provided at different levels and the slower group benefited from the practical work that they did under the guidance of the teaching assistant who was supporting a pupil with a statement of special educational need. The fastest group were suitably challenged by the work that they did with the teacher, finding the odd one out of a set of fractions by methods that included conversion to decimal form. The lesson was rounded off well when the teacher went through some of the questions with the whole class and invited pupils to think of when equivalent fractions might be useful in real life.
85. **Characteristics of the better teaching seen often included:**
- a clear identification of what pupils were to learn in the lesson and telling them;
 - the provision of tasks set at different levels of ability;
 - a very good emphasis on real life contexts and using mathematics;
 - skilled use of questions to revise and extend learning;
 - good use of time, including a brisk pace and regular changes of activities;
 - good contributions by teaching assistants so that all pupils had ready access to support.
85. Based on the lessons observed and examination of pupils' books, the overall quality of teaching is judged to be good and most pupils, including those with special educational needs, make good progress as they move through the school. There is scope for more planned use and development of mathematical skills in other subject areas, for example science, geography and design and technology. There is also scope for using the resources of information and communication technology more fully to support and extend learning in mathematics.

SCIENCE

86. Overall, provision in science is good. The results of teacher assessments at the end of Year 2 show that pupils' attainment was very high in comparison with all and similar schools. The average point scores show that standards in the National Curriculum tests for pupils in Year 6 were well below the national average in 2001, and have fallen over the last three years. However, the percentage of pupils who gained the national expectation of level 4 was close to the national average when matched against all schools and similar schools.
87. Following an analysis of work and observations of lessons, standards were judged to be above national expectations at the end of Year 2, and in line with them at the end of Year 6. At the end of Year 2, the above average and average attaining pupils consistently achieve well above the expected levels. The lower attaining pupils reach levels that are in line with national expectations. As almost half the pupils in Year 2 have special educational needs, the overall level of attainment is good. In their scientific investigations, pupils collect data on plants and animals, and they record observations about experiments. For example, when they rolled cans on a flat surface, they recognised the effect of different surfaces. The above average and average pupils measured and recorded to a level well above that expected.
88. Pupils recognise the need for a fair test. For example, they stated that when dropping a ball to see the height of bounce, all the balls had to be dropped from the same height. Pupils know that living things are found in different environments. For example, in their investigations outside the school, they discovered that woodlice are always found under objects, such as plant pots. The more able pupils sort materials according to properties to a good level, and explain why materials are used for a specific purpose, for example, that a hammer made of polystyrene would not be strong enough. All pupils have a sound understanding of the forces of push and pull. The higher attaining pupils show that children on a swing will move faster if pushed, but will be slower if holding the sides of a slide, which is understanding to a very good level.
89. At the end of Year 6, pupils' level of scientific enquiry seldom reached that which is expected nationally. For example, when investigating which shoe had the greatest friction, and in their catapult experiment, when they investigated the effect of the length of the rubber band, pupils did

not make predictions based on known evidence. There were, however, sound predictions on the effect of the removal of leaves from a plant. For example, pupils stated that the plant with the most leaves would grow taller because more food would get into the plant. All pupils recognise the need for a 'fair test', and this was seen when pupils were conducting an experiment to determine the factors that affect plant growth. They stated that the amount of water, the position of the plants, the time when growth was measured, the age and type of the plant, and the amount of soil had to be the same.

90. Pupils' work on life processes is consistently above national expectations. For example, they describe the main functions of the organs of the body, such as the heart and lungs, and of flowering plants to a high standard. Pupils have a sound understanding of materials and their properties. For example, they recognise the magnetic properties of different materials. Pupils describe physical processes to an expected level. This was seen when pupils explained gravity, and the effect of air resistance on falling objects. They also make sound generalisations about magnetism, and state that its effect depends upon the thickness of the material. They also explain how the movement of the earth rotating around the sun leads to night and day, which is to a good level.
91. The quality of teaching in one of the two lessons seen was satisfactory and in the other it was very good. In both lessons questioning was used effectively to recall the previous areas of learning, which reinforced pupils' learning. Questions such as '*What would happen if.....?*' made pupils think and progress in their understanding. All pupils, including those with special educational needs, are involved, which ensures that they make progress. Where there was support, it was very well used to ensure that all pupils took part in all aspects of the lesson. In the very good lesson, instructions were clear, which resulted in pupils wasting no time in starting their measurement task, and therefore much was covered in the lesson. At the end of the lesson, the teacher revised what pupils had found out, which reinforced their learning. In the satisfactory lesson, the pupils spent too long sitting, and the teacher lost the attention of many of the pupils. Consequently, many did not tackle the task with enthusiasm. Teachers mark work regularly, and when using worksheets, provide them at different levels of difficulty so that all can achieve.
92. Pupils enjoy the practical aspect of science, and learning about the world and how it functions. This was illustrated when a pupil offered the information that carbon dioxide was taken in by plants. They take great care with their practical work, and this was seen when pupils had to measure out an exact amount of water. They take care with their written work, and are ready to talk about what they are doing. The only unsatisfactory behaviour occurred when pupils were expected to sit for most of the lesson.
93. The co-ordinator for science is experienced, well qualified and committed to raising standards. She has used an analysis of results to adjust the curriculum to strengthen the weak areas identified, which should result in a raising of standards. The school uses a published scheme of work, and plans to review its coverage of the science curriculum. The school borrows equipment that it needs. For example, it borrowed the equipment to allow the whole school to make electrical circuits. This ensures that all areas of the National Curriculum are covered. The resources of ICT are not used enough to support and extend learning in science. Visits, such as to the science museum and for pond dipping, considerably enhance pupils' experiences, add to their knowledge, and bring science alive to them. The co-ordinator does not have sufficient time to monitor what is taught. Such monitoring is necessary if standards are to be raised further.

ART AND DESIGN

94. There was insufficient evidence on which to base judgements on standards of attainment or the quality of teaching.
95. No lessons were timetabled during the inspection. The small amount of artwork on display around the school showed that, in Years 5 and 6, pupils used sketchbooks to prepare landscape paintings. These showed a sound awareness of the effect of colour and shape. They had also used natural materials to create ground sculptures, which they did with imagination. In Years 3 and 4, pupils used information and communication technology effectively to create patterns, and

in Years 1 and 2 they had experimented with colour mixing. There was no evidence of pupils using a wide variety of media.

96. The school uses a published scheme of work, and some pupils have encountered the work of professional artists through visits to Tate Modern and the National Portrait Gallery. The temporary co-ordinator is well qualified and is confident that pupils' experience in art will be widened.

DESIGN AND TECHNOLOGY

97. No lessons were timetabled in Years 1 and 2 during the inspection and there was little evidence of earlier work in the subject. No judgement can be made about pupils' attainment by the end of Year 2 or the quality of teaching that they receive. The display of work in the classroom of pupils in Years 3 and 4 provided evidence of very good work. Pupils had found out about Victorian steam engines from books and the Internet in preparation for making their own models out of junk material. Their planning was good, including the use of bullet-pointed lists of instructions and very well labelled diagrams. The finished models reveal a high standard of design, composition and sense of scale. Without exception they convey the sense of well-engineered machinery and, in many cases, a sense of power and movement. This was high quality work.
98. During the inspection, pupils from Years 5 and 6 were continuing work on their slipper project. This, too, has been well planned and resourced. Pupils have been led to consider the different characteristics and qualities of slippers through members of staff stating their preferences. The resulting wall display supports learning well. In the lesson observed, pupils examined full-scale patterns of dresses and other garments. This promoted very useful discussion about how clothes are made and valuable insights into the process. Pupils were very interested in finding out how many different pieces of material had been cut and joined to make the teacher's fleece. The teacher then gave groups of pupils a garment to examine and draw the parts that would have gone into it; this virtual disassembling activity promoted further good learning. At the end of it, the teacher invited pupils to say why the activity was useful in the context of making slippers and provided them with a basic shoe pattern for them to develop. The lesson had a good mixture of thinking and doing and maintained pupils' interest and application very well. Pupils engaged purposefully and cheerfully with the task of producing their pattern on computer paper, showing good understanding of the component pieces and of the need to leave extra material for joins. They recognised that it would be better to make mistakes with paper rather than the material. Unfortunately, few pupils actually completed their paper mock-up because not enough time had been allocated to the lesson. However, the lesson had been well planned and organised. It promoted good learning and understanding of the design process on the part of all pupils, including those with special educational needs, as a result of the provision of a very good practical opportunity and good adult support. Interesting, and ambitious, homework was to think about designing a new multi-purpose church. Pupils' attainment is broadly in line with national expectations, as it was at the time of the last inspection.
99. The work seen and the lesson observed give a good indication of the contribution that design and technology can make to the development of literacy skills and mathematical skills related to shape, space and measure.
100. Design and technology has not had a high profile in the school in recent years. The school has not systematically followed a scheme of work that provides a structure for the development of pupils' skills, knowledge and understanding from one year to the next. The new co-ordinator provides good leadership and has made sure that all pupils have access to good quality tools and materials. The process diary that she has adapted from that created by the local education authority provides a very good structure for each unit in the new scheme of work and lends itself well to providing a record of work done that will support assessment.

GEOGRAPHY

101. Through an analysis of work, discussions with pupils and observations of lessons, standards are judged to be in line with national expectations at the end of Year 2 but below them at the end of

Year 6. This is in contrast with the last report, when attainment was below national expectations at the end of Year 2, while in line with them at the end of Year 6.

102. Pupils at the end of Year 2 describe the physical and human features of Chelsfield to a satisfactory standard. They described the village as having a public house and a few shops, surrounded by fields with riding stables and 'Pick Your Own' strawberries. They had very clear views on the environment, and were delighted that the playground was free of litter. They were adamant that the major problem was the bus stop outside the school, and that there should be a zebra crossing and a lollipop lady. They are aware of places beyond their immediate environment, such as Orpington and Bromley. They also recognised the different physical features of the Amazon rainforest that gives it its character, such as the high rainfall and temperatures. They also use geographical vocabulary with understanding, such as *valley*, *streams* and *rivers*.
103. The present Year 6 pupils have an uncertain knowledge of settlements. They are clear that Chelsfield is a village and Orpington a town, and they explained the differences well. They said that secondary schools are only found in Orpington, and that it had more schools and leisure facilities. However, they had little understanding of other types of settlements, and the reasons for their being different. Pupils' understanding of how people affect the environment was limited. They explained that cars and factories cause pollution, but not the effect. They had good ideas about reducing car pollution, for example by improving public transport, or introducing electric cars. They were not aware of the causes of global warming, although they explained its possible effects, such as the sea level rising and the breaking up of the ice shelf. Their atlas skills are weak, for example, they are not familiar with the mountains in the British Isles. However, pupils in the Year 3 / 4 class have good atlas skills, which was shown when they identified the countries that they would fly over if travelling to India. The fieldwork undertaken on rivers made an impact on Year 6 pupils. For example, they explained how they had measured the flow of the river and its depth. They also explained that the depth of the river differed across its width, because the river swings around and does not maintain a straight course. Pupils had undertaken sound research into improving the environment of the playground.
104. The quality of teaching observed was good. Lessons are well organised, which results in good learning by pupils. For example, in the Year 1/2 class, the tasks were short, interspersed with discussions. This kept pupils motivated, and they stayed focused on the task. Tasks were also different in difficulty, so that all pupils succeeded and achieved well. Questioning was effective. For example, pupils in the Year 3/4 class were encouraged to work out routes to India, using an atlas. Questioning moved pupils on in their research, and this led to good learning by all pupils, including those with special educational needs. These pupils were given support to record their chosen route, and one pupil successfully worked on the computer.
105. Pupils enjoy geography. They are curious about other places, and this was seen when a pupil asked what *grazing* meant. They are eager to tackle the tasks set, and are keen to explain their work. This was seen when pupils were drawing and writing about life in the rainforest, and carefully drew the animals and birds, taking care to show the long tongue of the anteater, and the long beak of the toucan. They talked amongst themselves about the possible fish, and one pupil explained to others about piranhas.
106. The school uses a published scheme of work, and adds other areas that it considers important, such as weather in Years 1 and 2. However, this leads to other areas not being covered in sufficient depth to ensure good progress in the junior years. There was insufficient evidence to show that the theme of 'settlements' had been covered in sufficient depth to enable pupils to understand the importance of location. Also, their knowledge of environmental concerns indicated that this had not been covered in sufficient depth to enable pupils to understand global implications. In addition, pupils' knowledge of two different localities was limited, which also indicates that this area had not been covered in depth. Exercise books for geography are also used for history and religious education, which makes the understanding of progression in the subject difficult for pupils. Assessment of pupils' achievement and progress is weak. The fieldwork undertaken is good, and adds to pupils' understanding of local areas. ICT resources are little used to support and extend learning in geography. The school should now ensure that all areas in the programmes of study are covered in sufficient depth to enable pupils to reach the

expected level of attainment. Since the time of the last report, a good policy has been written, but the curriculum is still not balanced.

HISTORY

107. There was insufficient evidence on which to base judgements about pupils' attainment and the quality of teaching in Years 1 and 2. In Years 3 to 6 judgements are based on the one history lesson observed, a small amount of pupils' earlier work and discussions with staff and pupils.
108. The lesson observed and the work seen indicate that pupils' attainment at the end of Year 6 matches national expectations. Most of the pupils demonstrate a developing knowledge and understanding of the ancient Egyptian ritual associated with mummification and embalming of human bodies. Many developed research skills well through their use of evidence of one kind or another, including the Internet, with higher attaining pupils producing detailed accounts of the mummification process. This reflects good teaching and learning resulting from the teacher's good subject knowledge and a well resourced and managed lesson.
109. The school's focus on literacy and numeracy has meant that subjects such as history have had a lower priority, though a sound curriculum plan based on recent national guidance has been produced. There is some evidence that historical texts are used in literacy activities. What is missing is planning that will lead to pupils' systematically developing their knowledge, understanding and skills from one year to the next. The school has no formal procedures for monitoring and assessing pupils' historical knowledge, understanding and skills, though upgrading of resources and termly monitoring of pupils' work are a current priority.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. The lesson planned for pupils in Years 1 and 2 could not be taught because the local education authority's Internet service was not working in the school. No lessons were planned for the inspection period in the junior classes. Evidence of what pupils have done and can do was drawn from displays of work, teachers' planning, observation of pairs of pupils working independently with computers and conversations with them. On the basis of this evidence, the attainment of pupils in Years 2 and 6 is judged to be broadly in line with national expectations, as it was at the time of the last inspection. No judgement is made on the overall quality of teaching. However, the evidence from teachers' planning and what pupils know and can do suggests that it is at least satisfactory.
111. Pupils in Years 1 and 2 have used word banks to produce text about themselves and used a graphics and painting program to create Easter garden pictures. They have also supported their mathematics learning by inputting data to be displayed as block graphs or pie charts. They show a sound understanding of using a CD ROM to access information, having already used one in an interactive reading activity.
112. Pupils in Years 5 and 6 have weekly tasks and carry these out in pairs at times during the week. Tasks on which they were observed working during the inspection included research on the Internet in relation to their project on Ancient Egypt and plotting a graph using Excel. They showed a good familiarity with the Internet, choosing an appropriate search engine and navigating confidently. They are clearly aware of the full potential of the Internet and electronic mail. This has been helped by the recent improved Internet access and greatly improved computer facilities over the last three years.
113. The co-ordinator provides very good leadership and support for colleagues. She has led training and introduced a scheme of work and other resources that have led to teachers increasing their confidence and skills. The co-ordinator recognises that many pupils have access to computers and the Internet at home and that much learning takes place there. She is rightly concerned to identify those pupils who do not have these opportunities, so that they can be targeted and supported. Plans for the future development of the subject, including the purchase of laptops, are well aimed at improving access and raising standards further.

MUSIC

114. One music lesson was timetabled during the inspection and the only other substantial evidence of what pupils can do came from their singing in assemblies. It is not, therefore, possible to make a judgement about pupils' attainment or the overall quality of teaching.
115. The lesson observed suggests that the majority of pupils in Years 3 and 4 have a developing awareness of the relationship between feelings, kinds of music and the instruments played to make that music. They recorded their responses by completing a worksheet. The lesson was well managed and based on secure subject knowledge; pupils made good progress.
116. The school does not have a music specialist and the subject has not had a high priority in the school in recent years. The present level of provision does not successfully promote the development of pupils' musical skills, knowledge and understanding as they move up the school. Hymn singing is included in assemblies and pupils respond to it with a fair amount of interest. There is also some evidence of piano tuition involving a small number of pupils but no choir or recorder club.
117. The school has started to remedy the deficiencies and is currently updating its stock of tuned and untuned instruments and of recorded music, including music from other cultures.

PHYSICAL EDUCATION

118. The attainment of pupils by the end of Year 2 and of Year 6 is in line with national expectations. This is similar to the judgement of the last inspection team. Pupils benefit from the good range of extra-curricular opportunities, including cricket, football and hockey and from many opportunities for competition, in which the school does well. Pupils from Years 5 and 6 can go on a residential visit that gives opportunities for orienteering, archery and other activities. Pupils go swimming in each of Years 3 to 6 and almost all pupils achieve the national expectation of swimming 25 metres unaided by the time that they leave the school. Dance is taught in the autumn term and includes a multicultural aspect.
119. The teaching of physical education is good overall and pupils often make good progress in lessons. Pupils in the Year 1/2 class improved their throwing, batting and catching skills in preparation for playing with a short tennis racquet and ball. They displayed adequate competence in underarm bowling and in batting; few displayed good throwing, batting and catching skills.
120. Pupils in the Year 3/4 class enjoyed a well-planned and organised games lesson. There was a good mix in the lesson of instruction, physical activity and evaluation. Pupils benefited from the focused support of both the teacher and the teaching assistant and all, including those with special educational needs, made good progress. The lesson was focused well on improving skills and pupils' skills, confidence and teamwork benefited.
121. Pupils in Years 5 and 6 were unable to have their outdoor ball skills lesson because of the weather. Nevertheless, there was good promotion of ball skills in terms of control and accuracy in the alternative lesson that the teacher had planned in the hall. Pupils worked well together and took the activities seriously. They made good progress because of the feedback they received both from their own performance and from the teacher; recognising that improving aim and accuracy were the objectives of the activities. The lesson was well focused on improvement.
122. All teachers incorporate good warming-up and cooling-down routines in their lessons and give adequate time to lessons, using them to the full. Physical education plays an important part in the life of the school.

RELIGIOUS EDUCATION

123. Through an analysis of work, discussions with pupils and observations of lessons, standards at the end of Year 6 are judged to be below the expectations of the locally agreed syllabus, and have declined since the time of the last report, while they are met at the end of Year 2.

124. At the end of Year 2, pupils have a sound understanding of Christianity. They explained the festivals of Christmas and Easter well, and also talked about the importance of prayer, that it is '*speaking to God, and he listens*'. They explained the important events that take place in a church, such as the christenings, weddings and funerals. They were very thoughtful about christenings, and explained that that is when '*When God welcomes you, it removes the darkness*'. They were eager to retell the stories that Jesus told, which they told in graphic detail, such as 'Jonah and the Whale', and 'The Good Samaritan'. They also knew that the purpose of the stories was that they contained a message for us. They had a very clear understanding of Jesus, that he was good, and tells us how to live.
125. At the end of Year 6, pupils have a sound understanding of Christianity. They explained that Easter is celebrated because Jesus died on the cross, and told the events that led up to the crucifixion. They also told in detail the events that led to Jesus being born in Bethlehem, although they were uncertain where Bethlehem was. Pupils also described some of the features of the Jewish religion, such as the Torah, but were uncertain of the connection between the Jewish religion and Christianity. They were also uncertain whether other religions had only one God. Pupils had difficulty in considering the deeper questions of religion and its impact on individual lives. They fully explained the Ten Commandments, but did not have personal views of them, and did not explain their value with conviction. For example, they knew that we should not kill, but had not considered what should happen to those who kill for different reasons, for example to protect others.
126. Two lessons were seen during the inspection, one of which was satisfactory and one very good. The very good lesson had a strong sense of purpose, which was transmitted to the pupils, and much learning resulted. Questioning was very good, and the pupils were asked to predict the end of the story of Rama and Sita, which made them think about how good could triumph over evil. All pupils worked hard at the tasks set, and the teacher circulated to ensure that pupils understood and remained focused. The final session was well used in the very good lesson, as pupils were asked what they had learnt. The questioning included pupils with special educational needs, who showed that they had achieved as well as other pupils. In the satisfactory lesson, the pupils stayed too long sitting before starting on the task set, which resulted in some restlessness and unsatisfactory behaviour.
127. Pupils enjoy religious education. In the lesson, and in later conversations, they spoke animatedly about their views and experiences, and their interest extends beyond the classroom to watching videos on Christian topics. They tackle tasks with enthusiasm, and take care in completing the work.
128. The school has two co-ordinators, recently appointed, who are committed to raising standards. They have a clear focus for the development of the subject, starting with an audit, followed by an action plan. Assessment is still at a developmental stage, and the scheme of work is based on a published scheme and takes account of the Bromley Agreed Syllabus. The school has access to artefacts of high quality from Bromley, which are used when studying the different religions. Exercise books are shared with geography and history, which makes the understanding of progression difficult for pupils. Monitoring has not improved since the time of the last inspection and would assist in raising standards.