

INSPECTION REPORT

NORTHUMBERLAND HEATH PRIMARY SCHOOL

Erith

LEA area: Bexley

Unique reference number: 101447

Headteacher: Mrs L Finch

Reporting inspector: Mr J G F Parsons
22546

Dates of inspection: 18 – 21 November 2002

Inspection number: 246122

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:	3 to 11
Gender of pupils:	Mixed
School address:	Wheelock Close Northumberland Heath Erith
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs V McGill
Date of previous inspection:	12 June 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22546	Mr J F G Parsons	Registered inspector	Areas of learning for children in the Foundation Stage	What sort of school is it? School's results and pupils' achievements What should the school do to improve further?
9843	Mrs S Drake	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
15474	Mr J Fairclough	Team inspector	Mathematics Information and communication technology Design and technology	How well is the school led and managed?
31029	Mr P Thrussell	Team inspector	Geography History Religious education Educational inclusion	
23319	Mr V Leary	Team inspector	English Music English as an additional language	How good are the curricular and other opportunities offered to pupils?

4459	Mr G Owen	Team inspector	Science Art and design Physical education Special educational needs	How well are pupils taught?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Northumberland Heath is located in Erith near Bexley in Kent. It is in modern attractive buildings and has extensive grounds. It is a two-form entry school with classes from Nursery to Year 6. There are 418 pupils including 42 Nursery children who are part-time. Almost nine per cent are from minority ethnic groups; a few of these are refugees and Travellers. Of the pupils who speak English as an additional language (eight per cent), less than half are at the early stages of language acquisition. At 23 per cent, the proportion of pupils eligible for free school meals is similar to the national average and has declined in recent years. The proportion of pupils on the register of special educational needs (17 per cent) is similar to the national average and some have statements. New assessment procedures have enabled a reduction in the proportion of pupils on the register of special educational needs in recent years. The majority of special educational needs in the Nursery concern difficulties with speech or communication; in the rest of the school the great majority of cases are at the early stages of support. The school's own testing identified attainment on entry as well below average: many children have difficulty with language and communication and are lacking in social skills. The school has indicated that, at 10 per cent per year, the turnover of pupils is high and some of those joining at different times have special educational needs. The school has identified that standards on entry have declined in recent years. There has been a significant change of teachers in the past two years: 14 out of 18 teachers are new.

HOW GOOD THE SCHOOL IS

This is an improving school that has made satisfactory progress since the previous inspection; particularly in developing literacy skills. The school is no longer underachieving. However, standards are still below the national average in English, mathematics and science by Year 6. The quality of teaching is very good in the Foundation Stage and good in Year 6. It is less consistent in Years 1 to 5. There is a strong vision for the future and a commitment to raising standards that is beginning to have a positive impact because of the improved management systems introduced recently. The school offers satisfactory value for money.

What the school does well

The children in Nursery and Reception make good - sometimes very good - progress because the quality of their teaching and learning is very good.

- Pupils in Year 6 make particularly good progress in all subjects and teaching is good.
- The good behaviour, attitudes and effective climate for learning are beginning to have a positive impact on learning.
- The school is a harmonious and protective environment in which pupils feel comfortable and cared for.
- Arrangements for spiritual, moral, social and cultural development are good.

What could be improved

- The consistency of pupils' progress across the school to ensure better achievement and higher standards.
- The consistency in the quality of teaching and learning, building on the good quality that already exists.
- The effectiveness of monitoring teaching and learning and the development of good practice.
- The use of assessment information to ensure that work set matches the needs of all pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected previously in June 2000, satisfactory progress has been made since then. The standards of English have improved sufficiently for the school no longer to be regarded as underachieving and by Year 6 they match those of other schools in a similar context. This is due to improved implementation of the National Literacy Strategy. There is now a stronger focus on raising standards. Children in the Nursery and Reception now make very good progress in speaking and listening as a result of a major focus on spoken English. Teaching has also improved in the Nursery and Reception classes and is very good. However, a combination of a very high turnover of teachers 14 out of 18 teachers over a two year period and significant mobility of pupils, some 10 per cent leaving and starting school each year has impeded the school's development. A satisfactorily prepared school development plan for the next few years outlines and costs developments and sets targets for improvement. There has been good systematic improvement of the arrangements for pupils with special educational needs, the numbers on the register have been reduced: targets have been improved, as has teaching; progress is monitored regularly and additional literacy support has been supplied. Although improved since the previous inspection, planning is still in need of further development, especially to ensure that work is set at different levels to meet the needs of the range of abilities within a class. Except for the need to improve assessment procedures in science, which has been delayed because of the changes of teachers co-ordinating the subject, all the minor issues raised by the previous inspection have been addressed at least satisfactorily.

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	
	2000	2001	2002	2002	
English	E	D	E	C	well above average A above average B average C below average D well below average E
Mathematics	D	E	E	D	
Science	D	E	E	D	

Standards on entry are very low. Children have poor speaking and listening skills and weak social skills; there is much ground to be made up in the early years. Children make good - and sometimes very good - progress. By the time they reach Year 1, almost all have achieved all the early learning goals. Communication skills remain the weakest aspect of their learning and there are few high attaining pupils. Progress slows in Years 1 and 2; in the national tests for 2002, the Year 2, results in reading and science were in the lowest 5 per cent nationally, and below average in writing and mathematics. Compared to schools in a similar context, standards were well below average in reading and writing and below average in mathematics. The inspection found standards that are better than this, although still below average in English and mathematics and well below average in science. In this age group, levels of achievement are unsatisfactory. This is because the quality of teaching is mostly only adequate in Years 1 and 2 and work is not always sufficiently challenging: leading to an inconsistent; slow pace of learning and lack of productivity in some lessons. By Year 6, standards in English have improved and, although still well below the national average in the national tests of 2002, they match the standards in similar schools. This improvement is the main reason for the school no longer being judged as underachieving. The school sets targets that are challenging; based on pupils' prior attainment, and these are achieved. The overall trend of improvement follows that of other schools. However, results overall show too little improvement by Year 2 and judging by what pupils can achieve in the Foundation Stage standards could be higher by Year 6. In science and mathematics, standards were well below the

national average and below average compared to similar

schools. In Years 1 and 2 in English and mathematics, pupils make unsatisfactory progress but by Year 6 progress has improved and is satisfactory. In all these subjects, the inspection found standards that match those expected for pupils' age but that high attaining pupils are not sufficiently extended to achieve the higher levels of learning.

In geography, standards are below average because teachers' planning has not been sufficiently developed. In all other subjects - art and design, design and technology, information and communication technology, physical education, music, history and religious education - standards are satisfactory. This is because teachers follow national guidance in these subjects. Pupils with special educational needs and English as an additional language make at least satisfactory progress because of the extra support they receive. Pupils from minority ethnic groups who are Travellers or refugees make similar progress. The inspection found no difference between the attainment of boys and girls. Overall achievement levels are satisfactory in Years 3 to 6 but at the moment too much development is left until pupils reach Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and are positive towards their learning.
Behaviour, in and out of classrooms	Good. Pupils behave well in the majority of lessons and when they move around the school.
Personal development and relationships	Good overall. Relationships are very good between pupils and staff, and between pupils themselves. Pupils are keen to take responsibility.
Attendance	Unsatisfactory. Attendance is below the national average and has slightly declined in recent years. However, unauthorised absence is low.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Satisfactory

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

The quality of teaching is satisfactory overall and similar to the previous inspection. In Nursery and Reception, teaching was very good in more than half the lessons seen. It is well resourced. Literacy, numeracy and other basic skills are taught very well and this leads to children learning quickly. In Years 1 and 2, the majority of the teaching is satisfactory but only 15 per cent is good. A number of lessons have significant shortcomings and do not meet pupils' needs and their rate of learning slows. This leads to low achievement in basic skills by Year 2. In Years 3 to 6, almost half the teaching is good or better; it is sometimes very good and on one occasion excellent. However, a significant proportion of teaching is unsatisfactory. It is in these lessons where pupils do not learn enough and underachieve. Good or very good lessons were planned to meet the needs of all pupils. In these brisk and challenging lessons, teachers' subject knowledge is strong and their management of pupils effective. Much of the very good or excellent teaching was found in the Foundation Stage and in Year 6. In these lessons pupils learn well and achieve their full potential. In Year 6, in particular pupils learn exceptionally well and make rapid progress. In most instances, weaker teaching could be explained by inexperience or lack of knowledge of the National Curriculum of overseas trained teachers who are new to the school. In Years 3 to 6, none of the literacy teaching seen was unsatisfactory; this is because of strong planning in English and the thorough implementation of the National Literacy Strategy. The quality of teaching in numeracy was rarely less than satisfactory, again because of the

strong structure within which teachers work. The teaching of pupils with special educational needs, of those from minority ethnic groups, of those who have English as an additional language and those who are Travellers, is generally good and they learn well; assistants frequently give them one-to-one support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum is of high quality in the Foundation Stage and adequate elsewhere. It is enriched with a good range of extra-curricular activities and outside visits as well as visitors coming into the school.
Provision for pupils with special educational needs	Good. The careful development of the curriculum for these pupils has been successful across the school.
Provision for pupils with English as an additional language	Good. The arrangements made for these pupils is effective and, through effective support, they make good progress in relation to their prior attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Strong arrangements for pupils' personal development in 'circle time' contribute to very good moral and social development and good spiritual and cultural development. This has resulted in a harmonious environment.
How well the school cares for its pupils	Satisfactory. Child protection procedures are good. The teachers do not always use assessment information to modify the planning of their lessons in order to meet the needs of all pupils.
How well does the school work in partnership with parents	Good. The school works hard to involve parents and gives good information, including details of learning opportunities. The record books for homework and reading ensure a good dialogue with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides good leadership and a strong vision for the future; management procedures are sound and she has some good support from key staff.
How well the governors fulfil their responsibilities	Satisfactory. The governors have a satisfactory understanding of the school's strengths and weaknesses and make a suitable contribution to development.
The school's evaluation of its performance	Unsatisfactory. Monitoring does not sufficiently evaluate the quality of teaching and learning to ensure that all pupils' needs are met.
The strategic use of resources	Good. The school uses the principles of best value to ensure that finance is carefully husbanded and wisely spent.
Staffing, accommodation and learning resources	Good overall. The accommodation is very good and learning resources are good and there is sufficient staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

There were 397 questionnaires sent out and 61 returned 15.4 per cent. There were 13 parents at the meeting held for parents and carers.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Most parents agree that their children like school; that teaching is good and that the school expects their children to work hard.• A majority agree that their children are making good progress; that behaviour is good; that they would feel comfortable about approaching the school and that it expects their child to work hard.	<ul style="list-style-type: none">• A significant proportion do not agree that there is an interesting range of activities out of school. Some also feel that their children do not get the right amount of work to do at home; they do not feel well informed.• A few do not feel that the school works closely with them; that it is well led and managed or that it helps their child to become mature.

The inspection agrees with parents' positive views. It found that the school has a good range of extra-curricular activities; the range of homework is satisfactory; the quality of information to parents is good; the school works hard to involve parents, and development overall is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start Nursery with well below average standards overall: particularly so in speaking and listening skills and in social skills. This has been identified by the local education authority and by the school's own tests, which in Reception are called 'baseline assessments'. An above average proportion of children are identified on entry as having special educational needs; these are mostly to do with a lack of speaking and listening skills and is an increasing element in what the school has identified as declining standards on entry.
2. Nursery and Reception classes are very good at improving standards, especially speaking and listening skills, which is a whole-school priority. This is a development of the good development of standards found at the previous inspection and is a result of effective planning and very good, consistent teaching and learning within this well set-up unit. The one-to-one interaction children have with teachers and the practical group activities in literacy are particularly effective. For example, in the Nursery, children read the story of 'Poor Peter' together, sounded the letter 'p' and identified words such as 'parrot', 'penguin', 'polar bear' and 'panda'. When children ran out of ideas they passed a parcel that had been specially designed to encourage sounding more letters with 'p' such as 'pass', 'parcel' and 'purple paper'. This approach makes their work fun as well as informative and they progress very well towards the early learning goal of communication, language and literacy. In social and emotional development, knowledge and understanding of the world, mathematics and physical and creative development, this progress is more rapid and many pupils achieve their early learning goals. Because of very low initial standards, there is much ground to be covered at the Foundation Stage: most children achieve the early learning goals, but as there are not many higher attainers, few exceed them. Overall standards are below expectations for children in Year 1 and, on entry to this year, communication, language and literacy still remains the weakest aspect of attainment.
3. Pupils underachieve in Years 1 and 2. This is because of the high turnover of teachers and the resulting inconsistency of approach. In some instances teachers do not plan clearly. For example, in a Year 2 mathematics lesson, asked, 'What is worth more, a large jar of 1p coins or a smaller jar of 10p coins?' the pupils became confused as they were not able to count the money and had no concept that a smaller coin could be worth more than a larger one. In other instances planning does not take account of differing needs, and analysis of pupils' work shows they are often not very productive. Standards are significantly higher when the teacher has really good subject knowledge. For example, in a Year 2 drama lesson, pupils showed confidence in speaking and listening when they used words and actions effectively in their performance of the poem, 'Through The Door' by John Cotton. By Year 2 in the national tests of 2002, reading standards were very low (in the bottom 5 per cent nationally) and, in writing and mathematics, results were well below the national average. Compared to similar schools, standards were below average in mathematics and well below in reading, writing and science. The inspection found standards that were better than this; the majority of pupils achieving standards that broadly match those expected for their age but few pupils achieve high standards. This indicates that satisfactory learning has taken place but there is room for even higher standards to be achieved especially by high ability pupils.

4. Current analysis of standards based on local education authority information and the school's own tracking systems indicate that pupils' attainment and levels of achievement have improved satisfactorily over the past three years and the school received an award for achievement in 2000 for a three year period. Pupils set their own targets based on their prior attainment and these are usually met. Statutory school targets are set that are challenging but achievable and agreed by the local education authority, again these are usually met. By Year 6, standards have improved. Results in the national tests of 2002 show satisfactorily improved achievement from Year 2 to Year 6 in English and mathematics, but not in science. The overall improvement in standards matches that of schools' nationally. However, by Year 6, standards in these tests are still well below average in English, mathematics and science. Standards matched similar schools in English but were below this level in mathematics and science. The inspection found instances that were better than this, although English and mathematics remain below average and science well below. Although levels of achievement are satisfactory, the rapid improvement resulting from good teaching at Year 6 is relied upon too much. For example, in a very good, challenging Year 6 lesson, higher attainers subtracted 124 from 143 and added 124 to 138. They looked at the possible outcomes of rolling a dice and made connections between $\frac{1}{3}$, 33.3% and 0.333. Exceptional progress is made in Year 6. However, progress is not as good as it could be from Year 2 to Year 5. The factors that adversely impact on the overall standards are:
- the significant changes of teacher. Some of the new teachers are inexperienced or some from overseas with limited subject knowledge;
 - the lack of effective checking of teaching and learning and training to support new staff;
 - planning that does not always pitch work at a suitable standard in lessons, this was identified in the previous inspection;
 - the high proportion of pupils with special educational needs clustered in some classes;
 - the significant number of pupils leaving and starting school at different times of the year. Many of those who join have special educational needs.
5. Pupils with special educational needs, Travellers and those from minority ethnic groups, including those with English as an additional language, all progress satisfactorily because of the effective, focussed support they enjoy and the careful planning of their work. The inspection found no significant difference between the attainment of boys and girls.
6. In religious education and information and communication technology, standards match expectations, and achievement across the school is at least satisfactory. Achievement in information and communication technology is particularly good at the Foundation Stage, where pupils log on and use the mouse effectively, and play spelling and number games with ease. Standards in almost all other subjects for Years 1 to 6 (art and design, design and technology, physical education, music and history) are in line with expectations. The development of planning based on national guidance has had a positive impact on the quality of teaching in these subjects. Geography, however, has suffered from changes in management and currently remains a low priority. This has led to standards being below expectations and, across the school, little work has been produced in this subject.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

7. As at the time of the previous inspection, pupils enjoy being at school, they behave well and develop good relationships with each other and adults. This all helps to create a harmonious atmosphere that has a positive impact on learning.
8. The youngest children quickly settle into school and are happy to leave their parents at the start of the day. They organise their own coats confidently, choose an activity that interests them and sustain their concentration well. Only a very few are not able to settle to learning and wander around aimlessly. Pupils of all ages show strong interest in activities from the start. For instance, they are keen to volunteer help or to raise their hands when asked questions. However, many have difficulty sustaining this enthusiasm, particularly when translating it into a written record. There is satisfactory take up of extra-curricular activities but, again, over the weeks, interest tends to wane and group numbers dwindle as a result.
9. Throughout the school pupils behave well and are extremely polite. For example, they automatically hold doors open for others and, on the whole, remember to say 'Thank you'. Where teaching is less strong, their lively nature, which overall shows a desire to please their teachers, can occasionally lead to restlessness and disruption. However, they can largely be trusted to behave sensibly when not supervised directly, as when older pupils use the library during wet playtimes for example. They play well together outside, the mingling between pupils of different gender, ethnicity and ability being very good. They make good use of the apparatus and surface markings in the playground and also of the equipment (chosen and part-funded by school council members). In the most recent school year, two older boys were temporarily excluded on a total of five occasions in order to ensure the health and safety of all and the smooth running of the community. This was an unusual step and was clearly necessary. Usually, pupils work in harmony with each other and staff; they treat resources and the building with respect and their good behaviour helps to create a happy environment.
10. Throughout the day, the school is buzzing with good-natured chatter; pupils respond well to the many opportunities for paired and group work. Their very good relationships are particularly apparent in whole-class discussion sessions, when the great majority are very open about what is happening in their lives, confident that their classmates will not ridicule their fears and feelings. Though children say there are occasional instances of bullying, the staff deal well with the problem and, on the whole, pupils stick together and are mutually supportive. They listen well to the contributions of their colleagues and show spontaneous appreciation of each other's work, as with the research some Year 6 pupils did into the original Olympic games, for example. Pupils are happy to take on jobs, such as collecting waste paper or helping the youngest children to tidy their classrooms, and they carry them out efficiently. However, many are dependent on teachers to direct their work within lessons and show little initiative in class or with their homework.
11. Overall levels of attendance are unsatisfactory: well below the national average. Despite the school's best efforts, large numbers of pupils are taken on holiday during term time, interrupting progress and requiring teachers to repeat work. Also, many join the school or leave at times other than normal. This is another factor in absence figures, as leaving pupils are not removed from the register until it is certain that they have been safely placed elsewhere. Most do attend on a regular basis. Indeed,

despite a considerable number of holidays, in the first weeks of this first term of the school year more than four in ten had in excess of a 95 per cent attendance record. The great majority also arrive punctually.

12. Pupils with English as an additional language, those from minority ethnic groups, refugees and Travellers all have good attitudes to school. Most are confident and show enthusiasm for learning. They are attentive, follow instructions, work well together and support each other. During the week of the inspection they worked well with other pupils in group sessions. For example, in a Year 4 literacy lesson, pupils with English as an additional language were very responsive and made valuable contributions to a discussion on drafting a story. Behaviour is good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. Throughout the school the quality of teaching is satisfactory overall. In 91 per cent of lessons it was satisfactory or better; in 49 per cent it was good or better and 20 per cent was very good or better. Teaching was less than satisfactory in eight per cent of lessons. This is similar to the previous inspection when teaching overall was also satisfactory. The quality of teaching varied considerably, ranging from excellent to poor. Most of the weaker cases could be explained by inexperienced or overseas trained teachers who are new to the school and have a limited knowledge of the National Curriculum. In the past two years, eighteen teachers have left the school and fourteen have been appointed. At the time of the inspection, two teachers were in their first year and three more were overseas trained teachers, regarded as unqualified. Given improved support and training, the quality of teaching in these instances is likely to improve, although if this exceptional rate of change continues it will inevitably adversely affect the school's development.
14. The quality of teaching for children under five was never less than good and in more than 50 per cent of lessons it was very good. This age group benefits from more stable staffing. Planning and assessment are very effective and lessons are always brisk and purposeful. Teachers have a good knowledge and understanding of the curriculum for under fives and of how to teach basic skills. In order to develop pupils' ability to communicate, the current focus for the whole school is on speaking and listening. All the lessons observed were characterised by high expectations, enthusiastic delivery and good support from teaching assistants. For example, in a very good Reception numeracy lesson, the teacher asked questions in different ways when sequencing numbers; teaching assistants were fully used reinforcing learning in group work. Because of the very good teaching, most pupils have achieved, but not exceeded, the early learning goals by the time they enter Year 1.
15. In Years 1 and 2, 95 per cent of the lessons were satisfactory or better but only 15 per cent were good. There was one unsatisfactory lesson. Characteristics of the good lessons included clear, logical planning with appropriate learning objectives that were shared with, and understood, by the pupils. In these lessons, teachers had secure subject knowledge and asked specific questions that extended pupils' understanding. For example, in a good Year 2 literacy lesson, there was a clear and concise revision of previous learning and an effective use of teaching new words by their sound. In some lessons, the pace is slow, there is a lack of urgency and the teachers' subject knowledge is suspect. For example, in a Year 2 numeracy lesson, this lack of urgency, together with unclear learning objectives through lack of subject knowledge resulted in little productivity. In other instances, where planning is not clear, pupils become restless and their learning is hampered. In most lessons

teachers plan satisfactorily and teaching is adequate. In these lessons, teachers' planning followed national guidance. However, too often this was not modified enough to suit the needs of all the class, in particular using assessment data available to ensure that the pitch of work challenged pupils of differing ability. Much of the teaching lacked the pace and inspiration found in Year 6 for example, and pupils did not always achieve to their best ability, especially high attainers.

16. In Years 2 to 6, 88 per cent of teaching was satisfactory or better. Almost 50 per cent of teaching was good or better, sometimes very good and occasionally excellent. The quality of teaching ranges from excellent to poor. In Year 6 classes, the quality of teaching in the great majority of the lessons was good or very good. For example, in these classes: lessons were usually well-planned; the pace was brisk; all pupils are challenged, and lessons enjoyed by all. It is this high quality teaching that accounts for the very rapid progress pupils make in this year group. In Years 3 to 6, confident subject knowledge and thorough planning typify the most successful lessons; high expectations are communicated effectively. For example, in a Year 3 drama lesson (as part of the English curriculum), the teacher's very good subject knowledge resulted in an excellent and inspiring lesson in which the pupils understood and empathised with the characters in the story. Less effective teaching is characterised by weak planning and preparation that does not take into account assessment data available on pupils, together with insecure subject knowledge and, occasionally, the ineffective management of pupils.
17. The teaching of the basic literacy skills is satisfactory or better. The fact that most of the highest quality teaching was seen in this area shows the effect of the intensive work that has been done especially in Years 3 to 6. The National Literacy Strategy has been successfully introduced across the school. For example, there was good use of teaching new words by their sounds in order to develop reading skills. Speaking and listening skills have also been well developed across the school. Most teachers have a secure understanding of the literacy strategy and use lesson time appropriately to ensure that different areas are covered. The best lessons proceed at a good pace and pupils generally make at least satisfactory progress. For example, in a good Year 4 English lesson, the good, probing questioning developed pupils' understanding of the organising and sequencing of writing in a story. The literacy team, who manage the subject, are beginning to have a positive impact on standards in English across the school. Teaching of numeracy is mostly satisfactory, but there was occasional unsatisfactory teaching. In the good lessons, the teachers had confident subject knowledge and selected activities that were well matched to pupils' abilities. The Numeracy Strategy is fully implemented, across the school, and pupils, including those with special educational needs, make satisfactory progress. However, it is in Year 6 that much of the high quality teaching takes place. The teaching of information and communication technology is satisfactory across the school and this satisfactory standard has been maintained since the previous inspection. Given the fact that so many staff are new to the school this is a good achievement.
18. The teaching of pupils with English as an additional language is satisfactory for those who are judged to have enough English not to need additional support. Where pupils are at the early stages of learning English, it is good and results in good progress. All teachers have a reasonable understanding of the curricular needs of those who have individual difficulties, especially in English and mathematics. In most lessons they take care to plan activities that take account of pupils' capabilities. The assessment advice and resources provided by the co-ordinator for English as a foreign language

are of good quality. Learning support assistants are well briefed. Pupils with special educational needs are taught effectively and the provision for them is good. Work is prepared thoughtfully, taking their individual education plans into account. Precise targets are set and reviewed regularly in order to meet specific needs. Good support is provided and the assistants make an important contribution to pupils' learning. Also, pupils who have statements of special needs receive good, and in some instances very good, support. In one session for example, the assistant successfully encouraged the pupils to recognise the pattern in the five times table. Pupils who are from minority ethnic groups, those who are Travellers or refugees, also receive very good support. Teaching ensures pupils are fully integrated into most classroom activities. There was no evidence that teaching had any bias towards boys or girls and in all lessons pupils progressed at a similar pace. All the issues identified at the previous inspection regarding special educational needs have been systematically improved and the progress made by these pupils is now similar to that of their peers.

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

19. The school provides its pupils with a balanced and wide ranging curriculum. Statutory requirements are met in all areas. Equality of access to the curriculum is provided for all pupils, including those with special educational needs and those from minority ethnic groups. Many opportunities are provided for enriching the curriculum, such as subject-specific weeks in art, music and science, enhance cultural, aesthetic and environmental awareness. Artists, writers, musicians, dancers and local community support groups visit the school. The provision for children at the Foundation Stage is very good and covers the recommended areas of learning. The curriculum has improved since the last inspection. The school makes good provision for pupils with special educational needs; this was formerly identified as a weakness. Pupils from minority ethnic groups, Travellers and refugees are well integrated into all aspects of school life.
20. The National Literacy and Numeracy Strategies have been implemented effectively and this has been the main focus for development for some time. The school gives more than half its teaching time to literacy and numeracy and teachers' planning is securely based on these strategies. Short-term planning and learning objectives for lessons are now precise and are shared with the pupils. The development of literacy skills is beginning to have a positive impact on the development of other subjects. In particular the improvement in pupils' speaking and listening. The use of Numeracy in other subjects is less well-developed and could be more extensively used for example in science lessons recording practical work.
21. The basic skills curriculum in literacy and numeracy is satisfactory. A significant strength, exemplified in Year 6, is the very effective practice of focusing the teaching on individual literacy targets, which are reviewed and changed on a regular basis. For many pupils, including those with special educational needs and English as an additional language, this results in good progress and achievement. However, this well-focused approach is not a consistent feature; in some classes literacy and numeracy targets obtained from assessment information are not always specific. On occasions, this results in pupils, particularly the lower attaining ones, being provided with tasks that are not well-matched to their needs.
22. Learning opportunities for pupils with English as an additional language and special educational needs are good, maintaining the standards found at the previous inspection. Pupils are identified as early as possible and appropriate steps are taken

to assess their needs. They are provided with specific targets, either in small groups, on an individual basis, or through parallel teaching groups. Plans are reviewed regularly.

23. Provision for extra-curricular activities is good. After school activities for pupils in Years 3 to 6 include football, netball and a dance club and are generally well attended. The school is an active participator in local inter-school sporting events. At lunchtime, there are choir and recorder groups for pupils in Years 4, 5 and 6. The choir participate in Bexley primary school festivals. The provision has improved since the previous inspection.
24. The school has close links with the community and participates in many activities. For example, it is actively involved with the local cub pack in improving the neighbourhood environment. They worked together in developing the school's multicultural garden. There are satisfactory links with other educational institutions. There have been collaborations with high school pupils on a range of projects including sporting, dance and multi-cultural activities. These inter-school links are valued and make a good contribution to learning.
25. An assortment of visits and visitors that enriches the curriculum and further develops social skills. Useful excursions are made to areas beyond the locality: the Science Museum and the Ragged School Museum for example. The local environment is used for historical and geographical studies. Pupils in Year 6 make a residential visit to the Isle of Wight. There are also effective links with other groups and organisations, such as Charlton Athletic football club.
26. The provision for spiritual development is good. Assemblies follow planned themes and provide a time for quiet reflection and prayer. However, they do not always provide the sense of occasion that is an essential element of spiritual development. In better lessons there are times when pupils are 'caught by the moment'. For example, in an excellent Year 3 drama lesson, they are able to empathise with characters and understand the human feelings portrayed. Opportunities for personal development are good, and have been well maintained since the last inspection. Personal, social and health education (PSHE) lessons, including whole class discussions, provide occasions where children are encouraged to value themselves and others. Religious education lessons help them to learn about, and to respect, different faiths, and also to consider ultimate questions such as 'What is faith?' and 'What is life for?'
27. There is very good provision for moral development. In their dealings with each other, staff act as very good role models. Within assemblies, religious education and PSHE lessons, moral issues are discussed well. Each class talks through and agrees its own code of conduct. The high expectations of behaviour, along with the very good relationships between staff and pupils, create an atmosphere in which the children can clearly distinguish between right and wrong. Both academic and personal achievements are consistently recognised. The certificates that are earned are presented in the weekly celebration assembly and are proudly displayed.
28. Very good provision is made for social development. Within classrooms, pupils have responsibilities for giving out materials, tidying away and taking registers. Every Year 6 pupil has a role as a school monitor, as when operating the overhead projector and music centre in assemblies, or organising play equipment for their younger colleagues. A school council has been formed to give pupils a voice in the

school. Because of this, they have been able to organise their own weekly talent show in which they have established rules, judged the entries and awarded prizes. They take part in fundraising activities, thereby recognising the less fortunate. They have very good opportunities to develop their social skills away from school through arranged visits, including a residential visit for Year 6. There are suitable arrangements for sex and drugs education.

29. Good provision is made for cultural development. The local council for racial equality runs groups for Years 5 and 6. Visiting steel bands, as well as Indian and Chinese dancers, also help pupils to understand the wider range of cultures in Britain today. Theatre groups, such as the Globe players, make visits, and school trips to museums and other places of interest help pupils to appreciate world cultures and past ways of life. They also learn about the work of famous artists in art and design.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. Both parents and pupils agree that the school provides good quality support that helps the children feel comfortable and well cared for. Staff create a happy, welcoming atmosphere and treat everyone as individuals with different needs. The cheerful office staff set the tone for this, turning their hands to everything, including tending to those who feel unwell, efficiently keeping records, tracking information and helping with lunchtime activities. Other staff are happy to involve themselves outside their class responsibilities. For instance, during a wet playtime, the Year 1 teacher joins in with the Nursery children's dancing activities. The result is a warm, comfortable and supportive community in which pupils grow in confidence.
31. There are good procedures to ensure child protection and health and safety, which are effective on a day-to-day basis. Since the previous inspection the headteacher has provided staff with training in what to do if they have concerns; she has also recently included written information in the staff handbook. Supervision at break and lunchtimes is good. There are satisfactory first-aid arrangements and pupils' individual medical needs are logged, ensuring suitable treatment in the event of an incident. Before the youngest children start in the Nursery or Reception classes, their future teachers visit them at home, thereby easing them into school life. The considerable number of pupils who join at times other than the start of the school year are each paired with a more experienced classmate to help them feel welcome. The school has a simple but effective system to record information. Details, such as a new child's emotional difficulties or their particular ability, help teachers to see needs at a glance and to tailor the support offered correspondingly.
32. The school works hard to promote good attendance and, with good help from the education welfare officer, is swift to follow up any concerns. There are good relationships with Traveller families whose children attend on a regular basis: they keep the school well informed about their movements. Arrangements for behaviour and discipline are also good and are securely based on encouragement and praise. Although most teachers implement these policies effectively, some find it difficult to sustain the regular positive reminders needed to maintain discipline and this occasionally leads to restless and noisy behaviour.
33. Despite the relatively high turnover, staff come to know individuals and their family circumstances well and show sensitivity to their needs. During the inspection a member of the Nursery staff was seen giving a really helpful boost of confidence to a pupil who had not achieved the '11-plus' results he'd hoped for. Weekly whole-class

discussions provide pupils with good opportunities to discuss their thoughts, hopes and fears. They also allow staff to help pupils to deepen their understanding of others' needs and encourage them in a sense of community. These sessions support personal development well and help staff to increase their knowledge of individuals. However, this is only monitored informally and information can be lost when teachers leave for another job. Special educational needs are identified effectively with class teachers taking responsibility for voicing their initial concerns. These are then considered by the special educational needs co-ordinator and appropriate action is taken. Care is taken to ensure inclusion and, generally, the good variety of questions in the more formal parts of literacy and numeracy lessons takes into account all levels of attainment. Good attention is paid to pupils with English as an additional language, including refugees, and this is reflected in the caring attention paid to individual pupils' pastoral needs. Knowing they are looked after and valued has a positive impact on the children's learning.

34. Overall procedures for assessing attainment and progress are satisfactory. In English and mathematics they are good: national test results together with other, optional tests, track progress and influence groupings within the class, with the intention of planning appropriate levels of work based on this information. Results of both types of tests are carefully analysed; weaknesses are recorded and intended to be taken into account in medium-term lesson planning, although this does not always occur. In other subjects, informal assessments are made at the end of units of study. These provide a guide for future groupings according to ability but, as yet, they do not identify future learning needs. In short-term planning, in some instances national guidance is used directly with no modification to cater for the needs of pupils of all abilities.
35. The monitoring and supporting of academic progress are satisfactory. Though end of year targets are set in English and mathematics in accordance with the National Curriculum, teachers are not all sufficiently informed of what pupils need to learn to achieve them. Booster groups, 'Springboard', Additional and Early Literacy Support all provide further support. Higher attainers have a teacher dedicated to their requirements, and another staff member enables Year 6 pupils to be separated into three teaching groups for mathematics, allowing a clearer focus on particular learning needs. Whenever analysis of school data raises significant concerns about a pupils' progress, careful investigation takes place and appropriate support is given. Within class, pupils set their own short-term English and mathematics targets based on what they think needs improvement and discussions with their teachers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Parents and carers have sustained the positive views noted at the previous inspection. They are pleased that their children like school and are expected to work hard. They consider the quality of teaching to be good and think it helps their children to make good progress. As with the previous inspection, extra-curricular activities are considered to be the least satisfactory aspect of provision. However, then and now, inspectors judge this to be good. Pupils have plenty of opportunities to learn from visitors, there are trips to places of interest and musical and sporting activities led by teachers outside lesson time. The school has good links with parents of pupils with English as an additional language. Liaison, both formal and informal, takes place on a regular basis.

37. From its first contact through the prospectus, the school emphasises the importance of developing a strong partnership with parents and works hard to bring this about. Taken together, the prospectus and governors' annual report, provide a clear picture of what the pupils are offered and what is expected from them and their parents. Good notice is given of important events and, at the beginning of term, there is a brief outline of what will be taught in the coming weeks. At the end of term, parents are informed, in the children's own words, about what they have enjoyed learning. Progress reports have been improved since the previous inspection in that they now include comments on each subject. The format is clear enough for everybody to understand but the level of achievement in comparison to expectations (average, above or below) is still not entirely apparent. The reports provide targets for the children to work towards but they are set for the following May, a very long time in the future. Parents of pupils with special educational needs are involved at every stage and are consulted when targets are adjusted and modified. This is an improvement from the previous inspection, when procedures were regarded as ineffective.
38. The Parents' Association raises considerable funds, which are used to augment resources by providing such things as CD players and outside-play equipment. The numbers of parent-helpers has been reduced recently because of delays in the processing of police checks, but many parents enjoyed participating in the Nursery's pottery day, which was held during the inspection. The great majority attend meetings to discuss their children's work and take part in class assemblies whenever their child is performing. They are also supportive over such things as providing dressing up clothes during book week. The amount of parental support for homework varies considerably but most parents complete their part of reading records and homework diaries. Parents have satisfactory involvement with their children's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The headteacher has a strong vision for the future of the school, these good leadership qualities together with satisfactory management of the school means that there have been a number of improvements since the previous inspection. The provision for special educational needs has improved and this is now good. The school development plan is now a working document, projecting over a number of years, and initiatives are focused on raising standards. There has been improvement in both English and mathematics and standards are now close to those achieved in similar schools by Year 6. This represents satisfactory improvement since the previous inspection. The management of the school has been significantly tested by the extremely high turnover of teachers 14 out of 18 in the past two years. The school has difficulty in retaining staff mostly because of the high cost of housing. This leads to difficulties recruiting staff, hence the high proportion of young newly qualified teachers and overseas trained staff. This difficult situation has been suitably managed. Stronger systems for checking and evaluating teaching and learning would minimise the effects on the school. The headteacher gives clear guidance to her senior management team. Consequently, the school's aims and values are seen clearly in all aspects of its work. Pupils are valued and cared for; they play a full part in the life of the school, and are confident and secure in their relationships with teachers and other adults. However, maintaining continuity in the management team is difficult. Teachers are frequently promoted elsewhere and this results in constant change within the management structure. There is, therefore, always a need to develop management skills, particularly the checking and improving of the quality of

teaching and learning. Literacy is well-managed as English is the main priority for school development, especially improving basic literacy skills and speaking and listening. Numeracy is managed satisfactorily. Every subject has a co-ordinator but their role is not always performed effectively. For example, design and technology has a subject co-ordinator who is new to the school and has not yet had time to make any impact. Because of the low priority afforded to geography, the co-ordinator for this subject has not yet fully developed it.

40. Lesson plans are monitored by subject co-ordinators and lessons themselves are observed by senior management. Pupils' performance in national tests is analysed for areas of weakness. Evaluation of teachers' performance through nationally introduced procedures is up to date and areas for improvement have been identified. Improving teaching, with an emphasis on English, is a priority. Planning includes clear focus on teaching objectives and a matching of tasks to learning needs. These are precise targets that should raise standards quickly. However, as yet, their effectiveness and the commitment to improvement are only satisfactory. This is because some teachers lack skills for managing pupils and have a poor understanding of learning objectives. For example, checking of planning mainly focuses on the content of lessons and does not examine in enough detail how well pupils may be expected to learn and predict how much they might produce in lessons. The matching of tasks to ability is not well developed: pupils are frequently asked to practise an activity without having sufficient understanding and background knowledge.
41. The headteacher gives clear guidance to her senior management team. Consequently, the school's aims and values are seen clearly in all aspects of its work. Pupils are valued and cared for; they play a full part in the life of the school, and are confident and secure in their relationships with teachers and other adults. However, maintaining continuity in the management team is difficult. Teachers are frequently promoted elsewhere and this results in constant change within the management structure. There is, therefore, always a need to develop management skills, particularly the checking and improving of the quality of teaching and learning. Literacy is well-managed as English is the main priority for school development, especially improving basic literacy skills and speaking and listening. Numeracy is managed satisfactorily. Every subject has a co-ordinator but their role is not always performed effectively. For example, design and technology has a subject co-ordinator who is new to the school and has not yet had time to make any impact. Because of the low priority afforded to geography, the co-ordinator for this subject has not yet fully developed it.
42. The special educational needs co-ordinator provides good support and advice for teachers and liaises effectively with other professionals and practitioners. Individual educational plans are appropriate and are reviewed regularly. Frequent in-service opportunities are provided for staff and regular surgeries are held at the school by the local education authority inspector who is responsible for special educational needs. Classroom learning assistants are well managed and at least one third of their time is devoted to working with pupils who have specific needs. There are good structures in place to monitor both teaching and progress and the teachers are provided with detailed reports outlining strengths and areas for development. The National Code of Practice for special educational needs is fully implemented, but the policy has yet to be updated to reflect the changes in practice.
43. On the whole, pupils with English as an additional language are provided with a good quality of education. The relevant co-ordinator manages and organises provision to

a good standard, working closely with her colleagues and closely liaising with the special educational needs co-ordinator. The policy and action plan are of good quality; the school readily responds to new initiatives and is committed to maintaining good arrangements for these pupils. Minority ethnic groups, Travellers and refugees are all well provided for.

44. The governing body's satisfactory leadership ensures that all statutory duties are carried out and that the headteacher has good opportunities to discuss issues as they develop, including development and budget planning. The governors are kept informed about teaching and learning. They are also kept up-to-date with financial information, and the sub-committees for finance and the curriculum meet regularly. Though both the chair of governors and the governor with responsibility for special educational needs are informed about the daily working of the school and are able to visit the school, work commitments prevent the majority of their colleagues from doing the same. The governors have a satisfactory understanding of the school's strengths and weaknesses and make a suitable contribution to development.
45. Good use is made of funds, including those allocated for specifics such as special educational needs, through efficient financial planning and the effective use of new technology. The school has a significant carry forward of funds, this is a wise precaution given recent turbulence in staffing and gives the school a buffer against a similar situation enabling employment of additional staff, for example. The school clerk is very practised in operating the accounting systems and she ensures continuity by training colleagues in all aspects of her work. Professional expertise is used for budgeting and monitoring expenditure. New initiatives are well supported and resources for information and communication technology have benefited from recent funding. Principles of best value are applied satisfactorily. The school is aware that, from the very low level of attainment on entry, overall progress is satisfactory and feels that it produces well-rounded pupils who are able to meet the demands of the next stage of their education. Teachers new to the school, or who are newly qualified, receive satisfactory support; they have regular meetings and lessons are observed by the deputy headteacher. Planning is shared with an experienced year-group partner. The headteacher discusses school ethos and behaviour management with them and opportunities are found for them to observe good teaching.
46. The building is well designed and the classrooms provide a very good environment for learning. They all have access to outdoors and a pleasant outlook. There is a spacious school hall and the general layout provides a calm and orderly learning environment. Resources are good. All subjects have good quality teaching materials; the library is well organised and contains many works of fiction as well as reference books. Physical education equipment is attractive and in good condition. Resources for information and communication technology are being well developed to provide each classroom with access to a computer. The staff are just about adequately matched to the demands of the curriculum. During the inspection, a significant proportion of them were new to the school, inexperienced, or trained overseas and with a limited knowledge of the National Curriculum. There are some resulting weaknesses in subject knowledge; pupils are not always challenged and teaching sometimes fails to fulfil lesson objectives. This leads to some pupils underachieving. Teaching assistants make a valuable contribution. They are trained well and take an active part in providing for pupils with special educational needs and have a positive impact on their learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. The governors, headteacher and staff should improve pupils' achievement, the quality of teaching and learning, and standards across the school by:
- ensuring that the assessment procedures already in place are used more effectively to inform teachers' planning in all subjects;
(paras: 15,16,21,71,80,87,104,110,121 and 132)

 - improving teachers' short-term planning in all subjects through:
 - better use of national guidance so that work is better matched to pupils' abilities;
(paras: 3,4,15,16,34,40,67,71,79,80,85,87,97,98,104,108,115 and 131)

 - developing monitoring procedures to:
 - rigorously evaluate the quality of teaching and learning;
 - give clear advice on how to improve practice;
 - review the quality of learning on a regular basis with a view to raising teachers' expectations of pupils' attainment;
(paras: 4,39,40,41,104,108 and 110)

 - developing teachers' subject knowledge to ensure that:
 - the objectives of lessons are clear, challenging and meaningful to pupils;
 - all teachers are effective in the classroom;
 - those teachers who are new or inexperienced, or who have identified weaknesses, are given intensive and focused support.
(paras: 4,15,16,46,79,85,94,101 and 131)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
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	1	16	24	35	6	1	0
Percentage	1	19	29	42	7	1	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	418
Number of full-time pupils known to be eligible for free school meals	0	95

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	10	60

English as an additional language	No of pupils
Number of pupils with English as an additional language	34

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	42

Attendance

Authorised absence

	%
School data	7.6

Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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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
	2002	29	29	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	22	24
	Girls	20	21	24
	Total	39	43	48
Percentage of pupils at NC level 2 or above	School	67 (76)	74 (66)	83 (81)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	25	20
	Girls	21	24	18
	Total	42	49	38
Percentage of pupils at NC level 2 or above	School	72 (74)	84 (81)	66 (81)
	National	85 (85)	89 (89)	89 (89)

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
	2002	27	32	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	20
	Girls	21	18	25
	Total	35	33	45
Percentage of pupils at NC level 4 or above	School	59 (71)	56 (46)	76 (78)
	National	75 (75)	73 (72)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	20
	Girls	22	19	24
	Total	37	38	44
Percentage of pupils at NC level 4 or above	School	63 (20)	64 (33)	75 (38)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	339	5	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	9	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	6	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	26.79
Average class size	29.8

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	269

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	42
Total number of education support staff	2
Total aggregate hours worked per week	18
Number of pupils per FTE adult	16.8

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	929,405
Total expenditure	891,092
Expenditure per pupil	2,092
Balance brought forward from previous year	18,834
Balance carried forward to next year	57,147

Recruitment of teachers

Number of teachers who left the school during the last two years	18
Number of teachers appointed to the school during the last two years	14

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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

Number of questionnaires sent out	397
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	49	3	2	0
My child is making good progress in school.	36	56	7	0	2
Behaviour in the school is good.	33	56	8	0	3
My child gets the right amount of work to do at home.	23	61	15	2	0
The teaching is good.	38	57	3	0	2
I am kept well informed about how my child is getting on.	25	57	13	3	2
I would feel comfortable about approaching the school with questions or a problem.	57	34	5	3	0
The school expects my child to work hard and achieve his or her best.	46	49	3	2	0
The school works closely with parents.	30	57	10	3	0
The school is well led and managed.	41	44	10	2	3
The school is helping my child become mature and responsible.	34	54	10	0	2
The school provides an interesting range of activities outside lessons.	16	36	31	2	15

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

48. The very good arrangements in the Nursery and Reception classes extend the good work found at the previous inspection. The development of the Foundation Stage curriculum has been effective in improving the already good provision and keeping it up-to-date. The high turnover of both staff and children has not adversely affected this stage of education to the same extent as elsewhere in the school.
49. Children are admitted to Nursery at the age of three-and-a-half years and transfer into Reception in September or January. At the time of the inspection, there were a very small number of pupils in two Reception classes. This is a change from the previous arrangements where there was only one class at this stage of the year; it has proved effective as it means more one-to-one attention. Pupils develop very well and act as good role models for those children who join the classes later.
50. Attainment on entry is very low, particularly in speaking and listening skills and social and emotional development. This is identified in Reception tests (or 'baseline assessments') and in the statistics provided by the local education authority. A significant proportion of children in the Nursery have special educational needs; these are almost always to do with weak speaking and listening skills. Many children find it difficult to express their ideas verbally and their ability to concentrate for long periods is limited. This impacts adversely on standards. All children make good - sometimes very good - progress and the majority achieve the early learning goals by the time they reach Year 1. Few, if any, exceed them, and lack of communication skills remains the weakest aspect of their learning.
51. During the inspection, all teaching was good or better and 50 per cent was very good. It is well planned and uses the early learning goals. Teachers work well as a team to ensure continuous development throughout the Foundation Stage. One-to-one tuition and group discussion are strong features with a very effective use of probing questions. The high quality teaching results in the children's very good attitude to all aspects of the Foundation Stage curriculum: they are attentive and try hard. Low skills on entry and the children's restricted backgrounds have to be catered for and this inevitably slows progress, especially in literacy-based activities. Higher attainers are recognised and fully prepared for Year 1, but there are few of them.
52. The Foundation Stage is very well managed and the head of department has organised the under-fives very efficiently. For example, individual children are tracked through each of the elements of the Foundation Stage curriculum. Nursery and Reception are organised into an early years unit, which is very well led and managed with a cohesive, highly planned approach. Children with special educational needs, those from minority ethnic groups, those with English as an additional language, refugees and Travellers are all fully integrated and supported, and they achieve well.

Personal, social and emotional development

53. This aspect is very well developed. When they join the Nursery, despite their initial immaturity, children quickly adjust to school life and the majority achieve this early

learning goal by the end of Reception. The very good teaching includes the use of simple signing (non-verbal communication for the deaf) to help overcome the limitations in speaking and listening. This is particularly important for those children at the early stages of English acquisition. Because of high quality teaching and despite some limited understanding, children are attentive and listen carefully. They quickly become confident and by the time they reach Reception are keen to contribute in class discussions and play together collaboratively. Teachers are effective. They spend much of their time talking to the children, both individually and in groups, as when reading a story from 'The Big Book' and discussing it afterwards, or when playing action games. Whole class discussions play an important role in teaching the correct way to behave in particular situations. For example, in a Reception lesson, as children passed keys to each other, they learned that sometimes it is appropriate to speak loudly, as to a large group, and sometimes softly, as when whispering to an individual. In a similar lesson, pupils reflected on what politeness is by using words such as: 'please'; 'thank you'; 'excuse me' and 'sharing'. This work develops their confidence and trust, both in each other and in the staff and it also enables good integration into school life. All members of staff have established good relationships with the children and manage them well. This is exemplified by the children's very good behaviour and the effort they put into their work.

Communication, language and literacy

54. Children make good, sometimes very good progress but, by Year 1, standards are frequently below expectations. In the Nursery, children are confident though not as articulate as expected and they find it difficult to engage in conversation. This is sometimes because they do not speak much English, but in other instances their speaking skills are underdeveloped because of limited previous experience and frequently because of a restricted vocabulary. For example, in a Nursery lesson children were learning to sound out the letter 'p'; they knew words like 'parrot' and 'penguin', but not 'poppy' or 'peacock'. They are confident, willing to participate and enjoy learning. They are also polite and use words like 'please' and 'thank you'. In a Reception literacy lesson they recalled and enjoyed chanting 'chitter chatter, chitter chatter, eeh, aah, ooh!' from 'Noisy Monkey', a story they had read. Many knew this by heart and could voice the words as they followed the text, such activities lay a good foundation for learning to read. Not all are aware that reading goes from left to right. Only the highest attainers can read simple books by Year 1. Many practise 'pretend writing' both in Nursery and Reception. In Reception, some can write their names and the majority are able to do this by the end of that year. The highest attainers hold their pencils correctly and form recognisable letters; they write labels and captions and begin to form simple sentences using basic punctuation. The majority, who are unable to express themselves clearly and in complete sentences, make slow progress towards this early learning goal.

Mathematical development

55. Most children achieve this early learning goal by Year 1 and they frequently make very good progress. In a Reception class, for example, they sing the counting song, 'Ten Little Indians' while counting to ten and back and jumping up and down, backwards and forwards. They draw the number 4 in the air but cannot always select it from a random collection of numbers, though many can find the missing numbers up to five on the magnetic board. Younger children in the Nursery experience sand play and use construction toys; they use blocks to develop weighing

and measuring skills and play group number games on the computer. By Reception they understand questions such as, 'Who has got 1?' and 'What comes next?' Spatial awareness and knowledge of patterns are developed through jigsaw puzzles. A teaching assistant reinforces this by discussing which piece goes where and why. Better progress is made in mathematics than in language and literacy: numeracy development is quite strong in terms of number-recognition and patterns. The children's lack of skills adversely impacts on their understanding in spoken problem-solving.

Knowledge and understanding of the world

56. Most children achieve all the goals in this area of learning by Year 1 and they frequently make good or very good progress. On entry, many have a restricted view of the world; some have rarely ventured outside their immediate area. There were no outside visits during the inspection, but these do occur and they give children a sense of their surroundings. In Reception, children talk about dinosaurs; many recognise, recall and pronounce the names, 'Tyrannosaurus Rex' and 'Diplodocus'. An awareness of chronology is developed as they imagine the time these creatures roamed the earth. One pupil says, 'They could eat you but there were no people then'. The size of the animal is discussed and then marked out in the playground. Sometimes there are opportunities to visit the Natural History Museum to see the exact size of dinosaurs and reinforce understanding. Most pupils know that the Tyrannosaurus Rex ate meat and the Stegosaurus moved slowly because of its weight and size. Resources in the Nursery encourage good development of skills; there is a pretend 'post office', and a 'shop' with a till, scales and telephone. Children use their knowledge of the world to act as a shopkeeper or a customer. During their information and communication technology lessons, Reception children learn basic computer skills in the computer suite. For example, they log on to a painting program and paint pictures inspired by the book they are reading as a class, 'The Noisy Monkey'. Others use the interactive whiteboard and write captions underneath their pictures.

Physical development

57. Most children achieve these goals. Glue-sticks, paints, brushes and tools for clay modelling are handled with confidence and dexterity. The school is fortunate to have a large outside area and a wide range of resources for physical activities. Children have many opportunities to play using tricycles, scooters, a wheelbarrow and a large climbing frame, and this helps to develop their co-ordination and movement skills. In Nursery and Reception, they take part in more formal physical education lessons. In a very good gymnastics lesson in the Nursery, they warmed up by walking quickly, skipping and moving lightly on their feet. They experimented with different ways of moving: backwards, sideways and rolling. They are confident, well co-ordinated and make good progress. When they moved onto mats and the fixed climbing-apparatus, they showed due care for safety; they balanced and rolled well. In another lesson, Reception children also used the large, fixed apparatus and showed care when taking out or putting away equipment, which they used with confidence, climbing ropes and balancing on benches, many without stumbling. Good - sometimes very good - progress is made in physical development between Nursery and Reception. This is evident in the children's improved co-ordination, movement, rolling and balancing skills.

Creative development

58. The majority of children achieve this goal by Year 1. The stimulating environment makes a strong contribution to standards. Teachers ensure that there are many pictorial opportunities for self-expression and encourage children to use building blocks and construction equipment effectively. In addition, pupils are encouraged to be creative in information and communication technology lessons where they use commercial painting programs to illustrate a story they have heard. All staff talk to children about their work, so developing their language and communication skills and also coach them in various other necessary skills. Pupils draw self-portraits or pictures of other people and, by Reception, the results are usually recognisable and sometimes have details such as eyes, ears and noses. Teachers make a feature of displaying work to encourage a sense of pride and achievement and an appreciation of each other's efforts. The very good teaching ensures that all children use modelling materials to press, pull and manipulate. For example, a visiting specialist teacher is supported by many volunteer parents, this intensive assistance helps them model high quality clay pots and figures. They use clay-modelling tools safely and with dexterity. They sing action songs such as 'Dancing Fingers' and 'Five Little Speckled Frogs', often as part of another activity. They act and role-play in a variety of settings and move to music spontaneously.

ENGLISH

59. Standards for pupils by Years 2 and 6 are below the national average. Although the inspection found that there have been some very recent improvements in pupils' performance indicating improving standards; progress overall is still only satisfactory from the very low standards on entry and slow by Year 2. However, improvement broadly follows the national trend by Year 6. In the National Curriculum tests for 2002 pupils' attainment is well below the national average by Year 6. However, standards matched schools in similar circumstances, even though a significant number of the pupils taking the test had special educational needs. This is a satisfactory improvement from the previous inspection.
60. This inspection shows that pupils, including higher attainers, those with special educational needs and children with English as an additional language, achieve below average standards in relation to their prior attainment by Year 2 and average standards by Year 6.
61. In recent years, the performance of girls has been slightly better than that of boys. However, the inspection found no significant difference in their performance. The targets set by the school are suitable and take prior attainment into account and are achieved.
62. Since the previous inspection, standards are beginning to improve. Most pupils start in the Nursery with levels of attainment well below expectations. They achieve well in relation to this in Nursery and Reception but few children achieve above the basic standards expected. Although the very good teaching found during the inspection will probably improve this rate of progress in future.
63. Standards have improved by the time pupils reach Year 6 although progress is patchy until then and slower in Years 1 and 2. However, there is a very effective literacy management team, led by a member of the teaching staff who is one of the local authority's leading literacy teachers; the overall quality of teaching literacy is

good with particular strengths in Year 6; better use is being made of assessment information for planning, and as a result, work is better matched to requirements and, albeit slowly, is raising standards. The impact of so many new teachers; some inexperienced or trained overseas; requiring rapid literacy training is the main reason for slowing the development of standards.

64. By Year 2, standards in reading are improving from the very low results in the national tests of 2002. The inspection found standards better than this due to the improved implementation of the national Literacy Strategy. However, they are still below the national average; few pupils attain high standards and progress is only satisfactory. By Year 2 high attaining pupils understand what they read and can predict with reasonable accuracy what will happen next in a story. They know what authors and illustrators do and are able to identify the main characters and events in their reading books. Younger pupils read simple books with increasing accuracy and understanding. Higher attaining pupils in Year 2 use a variety of strategies - such as letter patterns and sounds - to aid recognition of unfamiliar words, context and pictures. They distinguish between fiction and non-fiction and know that contents and index pages help them to find information more quickly; they also understand the importance of alphabetical order. However, average and below average pupils have a restricted vocabulary and do not always show the level of understanding that would be expected for their age as they read. Most teachers ensure appropriate and regular support, both for individuals and groups. Parents support and encourage reading skills. The school has developed a range of good-quality books for group reading, thus helping to raise standards in reading.
65. In Years 3 to 6, pupils make satisfactory reading progress. Standards in the present Year 6 are in line with national average. However, they are below this in Years 4 and 5 because of the large number of children with special educational needs. Too few have experience of a wide range of texts and referencing skills are weak. In these cases, the teaching of reading lacks rigour and is not sufficiently focussed on specific needs. Individual reading records lack detail of skills needing development. However, by Year 6, because of very good teaching, higher attaining pupils read a range of texts fluently, accurately and with good understanding. Some are very knowledgeable about books. For example, one pupil compared the poems of Benjamin Zephaniah with the writings of Brian Patten, making perceptive comments about how their work is rooted in reality and humour and is used to overcome human conflicts. Pupils use words and phrases such as 'action-packed' and 'heart thumping', showing real enjoyment and developing skills in the analysis of their reading. Pupils at all levels of attainments are beginning to acquire sound, independent research skills. They know how to find information in reference books, using the index or contents. However, they do not always know how to organise and use the information when they find it. Many understand the difference between a dictionary and a thesaurus and use them appropriately. However, the understanding of information and communication technology as a significant reference source is still an insufficiently developed area. Some pupils are able to scan texts to extract information. The library is an accessible area in which to browse and enjoy books, although mainly it only contains reference books it has a positive impact on pupils' reading skills.
66. By Year 2, standards in writing are below the national average. Pupils make satisfactory progress throughout Years 1 and 2. The quality of writing in the last inspection was found to be too brief, confined to a narrow range of vocabulary and with an inconsistent use of punctuation. There has been some improvement, but

these criticisms still apply on occasions. However, by Year 2, the higher attainers write stories and poems in an uninhibited way. Progress improves as the teacher provides the class with dictionaries and word banks and makes effective use of drama as a stimulus. As result, the higher attainers write independently and spell common words correctly. For example, one pupil wrote an account of a marine adventure she had experienced in her drama lesson: 'We got there in rowing boats. It was a sunny day and on the way home a killer whale attacked us.' At the beginning of the term, the same pupil was only writing one sentence. However, there is not always sufficient opportunity to organise ideas in writing. Handwriting is usually well-formed, easy to read and presented to a satisfactory standard.

67. By Year 6, attainment in writing is below average. The high proportion of pupils with special educational needs is a significant factor in this. By Year 6, some pupils express their ideas very well and are able to achieve a degree of fluency, writing extended stories with correct punctuation, varied vocabulary, correct spellings and a good use of imagery. However, non-narrative writing styles for other purposes to support pupils learning in geography, for example are not well developed. The regular opportunities for re-drafting written work are a key factor in raising some pupils' standards. This is a significant improvement since the previous inspection. Most stories and accounts are made up of sequences of ideas but few are more adventurous in the construction of sentences and use of language. Common words are often miss-spelt, 'harth' instead of 'half', for example. Basic punctuation is used correctly but many children have difficulty when punctuating dialogue. There are now many opportunities across the curriculum to practise and expand literacy skills. Writing skills applied to other subjects such as religious education, history and design and technology are still to be consistently included in teachers' planning. There are examples of writing celebrated in classroom and corridor displays that is of a consistently good standard. Handwriting standards are generally satisfactory. Great care is taken in the presentation of work. The use of information and communication technology to improve the presentation of work is satisfactory and opportunities are provided to use computers for research and exploration in school and at home. Standards in writing were a key issue at the previous inspection. There has been a satisfactory improvement in standards of writing overall.
68. Most pupils speak confidently to adults in informal situations though, in classroom discussions, many are without the precise vocabulary needed to answer specific questions and are unwilling to express ideas openly. However, opportunities to improve speaking and listening skills are actively sought and are a main focus for development across the school. For example, pupils in Year 1 used puppets to aid their recollection of a story. In Years 2 and 6, drama is used very effectively to encourage expressive language. In their roles, most children speak confidently and with expression, and their peers listen attentively. Assemblies are also used well to promote speaking and listening skills. Although standards are below average, the imaginative, wide provision in this element of English is having a positive impact.
69. The previous inspection identified many weaknesses in English, most of which have been addressed. For example, overall standards in writing and presentation have improved satisfactorily. In many subjects there is a greater emphasis on speaking and listening, with planned opportunities to develop skills in spoken language. Appropriate attention is paid to helping teachers to increase their professional skills. However, although the school analyse test data and sets individual targets, there is a need for more consistency and rigour in using this analysis to identify weaknesses in pupils' progress and further develop specific English skills.

70. Overall teaching is good throughout the school; some of it excellent. This is the main reason for the improvement in pupils' learning and standards rising, but much of this is recent. If this quality can be maintained then pupils will progress beyond the satisfactory levels found presently. Most teachers are confidently implementing the Literacy Hour. Generally, teaching is carefully structured and well planned and meets the needs of all attainment levels. Learning objectives are shared with pupils, ensuring they are clear about what is expected of them. Where teaching is of a high quality, these expectations are high and the teachers' enthusiasm, explanations and knowledge of the subject have a very positive effect on attainment, progress and attitude. Notable examples of very skilled teaching were seen in Years 3 and 6. In a Year 6 writing lesson, whilst planning a report based on Greek mythology the teacher skilfully involved the class in researching and summarising the characteristics of the Minotaur. The children quickly mastered the key question words such as 'when', 'how', 'why' and 'what'. The level of the lesson rose as they drafted their work in pairs, using each other to gauge the quality of their notes. A high quality drama lesson with pupils in Year 3 demonstrated the teacher's commitment to developing speaking and listening skills and creative impulses. Using Michael Murpurgo's story, 'Blodin the Beast', she encouraged empathy with the characters and helped the class respond to each other in role. A high-quality learning climate was created where pupils were empowered to express their thoughts about the predicament of certain characters. The teacher's own dramatic skills and involvement in the role-play raised the level of creative effort and this resulted in pupils not only expressing their ideas competently, but also in many demonstrating touching concern and compassion for the characters threatened by the monster. Other characteristics of very good teaching are where pupils are reminded of high expectations and of other strategies to improve their work: good handwriting and correct punctuation for example. Those who have special educational needs or English as an additional language are generally well supported by teaching assistants, some of whom provide detailed written feedback to the teacher on what has been learnt. This is a satisfactory improvement since the previous inspection.
71. There was no unsatisfactory teaching in English but where it is less effective mostly in Years 1 and 2, teachers do not organise lessons rigorously enough to allow the higher attainers to be challenged consistently throughout the lesson or to enable the lower attainers to learn effectively and the pace of lessons is too slow. In Year 1 classes, better use could be made of available assessment information in planning work for the lower attaining pupils and in developing the role of the learning support staff.
72. Relationships are generally good, and most teachers have high expectations of behaviour. This results in good discipline, in pupils working hard and productively in their literacy lessons and in good learning.
73. The subject co-ordinator provides very good leadership with a clear vision of what the school should be doing to raise standards in English. She works closely with an enthusiastic and committed team. This is a productive partnership, resulting in a strong and comprehensive focus on improvement throughout the school. Much of this is relatively new, the previous inspection was only two years ago when serious weaknesses were identified in English and the intensive work done is only now beginning to impact on standards. Assessment procedures are good and in the better lessons teachers make effective use of information in order to raise standards.

Overall, resources are satisfactory. The school is aware that the library requires development. There has been a recent audit of the book stock; new books have been purchased and older ones removed. This is an improvement since the previous inspection.

MATHEMATICS

74. Standards in mathematics vary from year to year according to different groups of pupils and the results of staff changes. In national assessments the overall trend at the end of Year 2 and Year 6 is for a gradual improvement. At both these stages, attainment in the 2002 national tests was well below average compared nationally and below average when compared to similar schools. However, inspection evidence shows that, from a very low baseline on entry, overall progress is satisfactory to the end of Year 6, although it is not consistent. Very good progress is made at the Foundation Stage, unsatisfactory progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. The significant effect in Years 3 to 6 takes place in Year 6 where pupils respond well to the challenge of the lessons and enjoy the satisfaction that comes from hard work. Standards at each stage remain below the national average, although they are close to those for similar schools. The many changes in teaching staff and the resulting inconsistencies in teaching continue to be a contributory factor. Also, a high turnover of pupils frequently means that a high proportion do not benefit from continuous development.
75. Observation of lessons and analysis of work show attainment for pupils in Year 2 to be below expectations. A poor understanding of ideas results from insufficient opportunities to explore and use mathematics. Most of the work is in number and there is little depth to the study of shape, space and measurement. Higher attaining pupils calculate the value of digits in numbers such as 15; they calculate $12 - 3$ and add $4 + 3 + 8$ to get 15. They count from 47 to 56 and in 10's from 15 to 105. They measure lines to lengths of 20cm but do not draw them. They make patterns from triangles but do not record the number of sides and angles. Coins such as 1p, 2p and 5p are grouped to a total of 20p. Average attainers do similar work with smaller amounts. They subtract numbers from 10 but not above, although they do count in tens from 52 to 82 and place numbers in forward and backward sequence from 17 to 21. Lower attainers follow a broadly similar line but work with lower numbers. They add and subtract numbers to 10. They know about odd and even numbers to 20, add 2 to 60, but are not accurate when forming numbers sometimes writing them in reverse, for example the number 5. 1p and 2p coins are combined to make a total of 5p. There is some knowledge of basic symmetry but pupils are unable to demonstrate this in their diagrams.
76. From lesson observation and analysis of work, Year 6 were also found to be achieving below expectations. However, pupils make better progress between Years 3 and 6 because of the higher quality of teaching overall. Observations found average and higher attaining pupils matched expectations for work on area and perimeter. Higher attainers are confident in their calculation skills but overall analysis of work found attainment to be below expectations. Higher attainers subtract 124 from 143 and add 124 to 138. They look at the possible outcomes of rolling a dice and make connections between $\frac{1}{3}$, 33.3% and 0.333. They simplify fractions such as $\frac{18}{92}$ to $\frac{9}{46}$ and calculate that $\frac{4}{9} + \frac{7}{12} = 1\frac{3}{108}$. Points are plotted in all four quadrants and numbers as high as 517,040 are recognised. However, these calculations are not structured or used in problem solving, and thus lack meaning. As

a result, the ability to calculate is not related to mathematics and is not readily available for use in other settings. Average attaining pupils double 48 to get 96; they add 20p to £2.87 and know that the total of 37 and 5 is an even number. They know that $\frac{1}{2} \times 16 = 8$ and that 23% is the same as $\frac{23}{100}$. Answers are calculated for $587 + 475$, $17 \div 2$ and 76×7 , but again these skills are not used in problem-solving situations in order to develop understanding of numerical relationships. Lower attaining pupils note the properties of shapes such as the parallelogram and find lines of reflective symmetry. They record statements of statistical information about mode, median and mean and perform several simple calculations, but these are not related to real information. They complete several examples of calculations such as 568×3 and show that $1\frac{1}{5} = 2\frac{1}{5}$ but there are insufficient examples to consolidate their learning. When halving numbers such as 120, or when doubling 67, knowledge of the value of digits within large numbers is weak.

77. Although overall teaching and learning are satisfactory for both infant and junior pupils, there is some good and some very good teaching and learning for those in Year 3 and Year 6. There is also, however, some unsatisfactory teaching and learning in Year 6 and in Year 5 and Year 2. However, overall the higher quality teaching was seen in Years 3 to 6, which accounts for the progress being better in these years.
78. The very good teaching challenges pupils at a demanding level and matches their ability to the difficulty of the questions. Questions are directed to individuals, ensuring everybody is involved in the lesson. Praise is used well, relationships are good and understanding is developed with questions such as 'How do you know?' and 'Why is that?' Clear explanations of activities mean pupils know exactly what they are expected to do and they work with interest and enthusiasm. For example, Year 3 pupils made six different numbers from the digits 1, 3, 0, and sorted the digital columns in order of highest value. As a result, they confidently stated that 501 is greater than 399 because five is greater than three. This is one of the few lessons where they were fully aware of their own learning. In a lesson for Year 6, the idea of area was explored well and a formula was developed from a practical demonstration that triangles are half squares or rectangles. Tasks were then pitched at an appropriate level so that lower attaining pupils developed simple triangles from rectangles and found the area by counting squares. Meanwhile, average-attaining pupils used their knowledge with familiar triangles and higher attainers were tested with more complex ones, their work involving consideration of different units of measurement and difficult calculations using calculators. Another good lesson in Year 6 explored calculating the area of rectangles and the problems of mixed units, introducing the idea that 100 square millimetres represents the area of 1 square centimetre. However, in both these lessons, there was still an emphasis on calculation and the idea that area is a measure of surface space was not fully developed.
79. Where teaching and learning are unsatisfactory there are clear weaknesses in subject knowledge. Planning is weak; mental work does not focus on the strong and positive use of knowledge, and the information from short assessment activities is not used to promote greater learning. For example, a mental test activity of 20 questions did not allow pupils sufficient time to make their calculations and, when the majority of the class arrived at the wrong answer, did not suggest other ways of approach. Tasks and questions are not structured and or well directed in order to meet learning needs. For example, Year 2 pupils were confused when their teacher asked them to explain the abstract idea that a coin's value is not related to its size.

Whereas the teacher used a slow sequence of questions that were intended to identify this fact, simply stating the idea would have allowed pupils to test it and to use it in a variety of situations. A lesson for Year 5 about the perimeter of regular polygons, where all pupils were given the same questions, did not challenge at an appropriate level. For example, one higher attaining pupil immediately said that the perimeter of a square with sides 35mm long is 14cm and was clearly not challenged by the problem. Work on the perimeter of irregular rectangular shapes that involved calculating the length of sides was not at an appropriate level for this particular group of average to low attaining Year 6 pupils; they found the explanations to be unclear and had difficulty in identifying lengths that they were able to find in the previous lesson. Open questioning allowed many pupils to coast through the lesson and too few offered answers. The additional problem of finding out the missing lengths of lines in a shape, clouded the objective of the lesson and took the learning focus away from realising a perimeter as a simple measure of the distance around a shape.

80. There has been satisfactory improvement in the subject since the previous inspection. Standards are rising. There is some good - and some very good - teaching and there is better progress for pupils in Years 3 to 6. Records are kept of progress throughout the school so that projections can be made about future attainment and analysis identifies learning needs. The overall management of mathematics is satisfactory. Assessment information is starting to be used in order to present tasks at a level that is more appropriate to pupils' learning needs. However, this improvement is not fully developed. The subject co-ordinator monitors lesson plans and observes teaching, but does not evaluate the effectiveness of plans. Much of the monitoring simply records lesson content and assumes that learning will take place. Many of the teachers have low expectations of what pupils can achieve and this problem is not revealed by lesson observations. Planning is often taken directly from general national guidance without modification, and so fails to meet learning needs. Methods of matching tasks to different abilities are not well understood. What is mostly used to change the level of difficulty is the size of numbers or the quantity of work. There are few examples of pupils being given different tasks or being asked to use the ideas they have learned rather than simply practising the calculations.

SCIENCE

81. On the basis of teacher assessments, standards attained in the national tests in science by Year 2 are well below the national average and below those achieved in similar schools. In the national tests for Year 6, standards are also well below the national average and below the average expected in similar schools. The inspection findings confirm this in respect of Year 2, but in Year 6, there is an improvement in standards. Although they are currently below national average, pupils' levels of achievement are rising due to the very good teaching in the final year. Those with special educational needs make satisfactory progress against their prior attainment; those with English as an additional language, Travellers and refugees all attain a similar standard to their peers and are fully integrated in all activities.
82. The previous inspection judged standards in science to be in line with national averages in Years 1 and 2 and below expectations at the end of Year 6. The apparent decline in standards by Year 2 is because of several factors. Firstly, the high rate of staff turnover has necessitated several changes of subject co-ordinator, resulting in significant disruption and a lack of continuity. Secondly, some new

teachers lack confidence in the subject content and rely too heavily on commercially produced schemes which are not modified to suit pupils' needs. The practical approach to the subject is often not addressed in these instances.

83. By Year 2, the pupils have a developing understanding of living processes. They know the main parts of a plant and some know that they need light to grow. They know the difference between plants and animals; make accurate observations, and notice things that are the same and that are different. Some readily recall work they have done previously. For example, one pupil in Year 2 class knew that the heart pumps blood around the body. Many, however, do not retain what has been taught. They have insufficient opportunities to collect information in a methodical way and rely too heavily on teachers to provide information.
84. By Year 6, most pupils are making satisfactory progress and their knowledge and understanding of the elements of the National Curriculum are expanding. The higher attainers provide clear explanations of the forces acting on an object and understand that unequal forces cause movement. They have opportunities to predict outcomes in every lesson, and they show a satisfactory understanding of a fair test. For example, when testing solubility they recognised that the same amount of water and the same number of stirs should be used. Year 3 discussed ways in which they could carry out a fair test of hardness on different samples of rocks. Pupils are encouraged to share and discuss their learning and often demonstrate their understanding to the rest of the class during the final evaluative sessions.
85. Throughout the school, the overall quality of teaching is satisfactory, with some good teaching by Year 6. Most lessons begin with an introduction and clearly set learning objectives. Where teaching is good or better, there is an appropriate balance between listening to the teachers and learning independently. Presentations are lively and interesting with good use of scientific language. For example, in a good Year 6 lesson about objects that float and sink, the teacher's good relationships and good interaction with pupils took their learning forward. The planning was thorough and teacher's subject knowledge good. Timely interventions were used to maintain a brisk pace and to extend knowledge and understanding. Expectations were high and behaviour well managed. In the less effective lessons, the teacher's subject knowledge was not secure and medium-term planning had not been modified to suit the needs of different groups within the class. The challenges set for pupils were not sufficiently demanding and they were inactive for long periods, resulting in lapses in attention and restless behaviour. Opportunities to extend knowledge and understanding were often missed, as were investigative possibilities. Across the school, there is little evidence that information and communication technology is integrated into the learning of science. This is the case even when it is advocated in the commercially produced scheme. For example, the unit on 'Changing State' advocates the use of an IT temperature sensor, but this was not included in the lesson.
86. Pupils' behaviour is generally good in all lessons and most show a keen interest and curiosity in the subject. If the pace of the lesson is allowed to drop, or if the activities selected are not well chosen, then they become restive. In Year 6, pupils remain on task for extended periods and work with interest and enjoyment.
87. The subject co-ordinators have taken responsibility during the current school year. They are enthusiastic and have drawn up an action plan identifying the immediate priorities, which include improving standards and a more rigorous approach to

assessment. Currently there are inconsistencies across the school in the way the subject is assessed and there is no specific guidance on levelling pupils' work to find their standard. Teachers' planning is regularly checked but there are no systems in place for monitoring the quality of teaching. Resources are satisfactory, well ordered and accessible.

ART AND DESIGN

88. By the end of Years 2 and 6, standards in art are in line with expectations. At the previous inspection, standards attained by Year 6 were above those expected nationally. There has therefore been a slight decline, caused by the large turnover of teachers and the prioritising of other areas of the curriculum. Pupils make satisfactory progress throughout the school. Those with special educational needs, those with English as an additional language, Travellers and refugees, are all fully involved in all lessons and make progress in line with their classmates.
89. By the end of Year 2, a range of techniques is used to illustrate work in other subjects. For example, Year 1 pupils link science work on shadows to other work on light and dark. They are given opportunities to mix colours and to explore different media such as paint, pencils and crayon. There are satisfactory examples of observational work and pupils are encouraged to look closely and to record accurately. Year 2 use sketch books well and record from memory as well as from real life.
90. By the end of Year 6, appreciation of art and design has been further extended and the use of materials and techniques has become more sophisticated. Pupils in Year 6 use viewfinders to make quick sketches in their books that are enlarged in the classroom. These are finished with a colour wash to produce good, finished products. Pupils in Year 3 demonstrated understanding of foreground and background in a lesson on developing perspective in a drawing. Throughout this, pupils recorded their own observations in sketchbooks. These are generally effective, but sometimes both pupils and teachers do not pay enough attention to detail. Photographic evidence shows examples of 'Egyptian artefacts' made in Year 5, but there are few general examples and skills in three-dimensional work are underdeveloped.
91. Pupils have a good attitude in most lessons and enjoy their artwork. They stay on task for extended periods and concentrate intensely. Noise levels are suitable for the activity and pupils are willing to discuss what they are doing and to share ideas. Equipment is used appropriately and the quality of the finished products is usually satisfactory. In one Year 3 lesson, the pupils were beginning to make their own judgements about the quality of their work.
92. It was not possible during the inspection to observe teaching in Years 1 and 2, and only three lessons were observed in Years 3 to 6. In the lessons seen, the quality ranged from good to unsatisfactory. The teaching was good in two of them. In a good Year 5 lesson, the teacher set up various artefacts to be used for still-life; pupils were then encouraged to observe these closely; shading and showing reflections in their work. This lesson was well planned and well prepared. Annotated national guidance was used; the teacher gave good directions and the pupils were productive. A brisk pace was maintained throughout and good use was made of work to illustrate techniques and standards. In the unsatisfactory lesson, the pace was slow and pupils were not given sufficient time to practise the skills that were being taught.

93. The co-ordinator has only been in post for a short period and has not yet had an impact on standards. There are no current mechanisms in place to monitor attainment or the quality of teaching. Judgements on progress are recorded each half term in medium term planning. The proportion of pupils achieving above, average or below is noted. Resources are satisfactory at present. A long-term view of developments in the subject is not taken into account when new items are bought. A new policy has been prepared and is about to be presented to governors.

DESIGN AND TECHNOLOGY

94. There has been satisfactory improvement in design and technology since the previous inspection. Standards now match those expected both in Years 1 and 2 and Years 3 to 6. There is a clear 'design, make and evaluate' structure to the curriculum and pupils work with a range of materials. However, there is still weakness in subject knowledge for some teachers, who follow national guidelines too closely and have low expectations of their pupils. This results in a lack of opportunity for independent work; in the choice of materials not being wide enough, and in the design process becoming too long with limited opportunities for work with materials and for the development of making skills.
95. Overall standards are in line with expectations by both Year 2 and Year 6. Pupils in Year 2 know about wheels and fixed or rotating axles. They talk about how a vehicle has been designed to recover an animal that has escaped from a farm. The majority design a vehicle intended to carry a heavy load, labelling their drawing according to the ideas used in the teacher's explanation. However, they do not develop their ideas to show rigidity and longitudinal strength. This is a result of teaching that does not rise above satisfactory and is too closely focused on national guidelines. There are no models for the pupils to discuss and no materials that they can consider using in their design.
96. Year 6 pupils are very involved in the consideration of materials and their fitness for a purpose as they design slippers with a particular person in mind. As well as this, they consult with their partner about preferences of style and decoration. However, their designs are mainly concerned with purpose and do not show much thought to fixing and joining parts. The children speak confidently about stitching and begin to recognise the problems associated with joining curved surfaces at right angles. They are very enthusiastic; they co-operate well with partners, work with commitment and are fully involved in the design process. The good - and sometimes very good - teaching is based on a well-planned project that gives a great deal of information about slippers. Pupils deconstruct the footwear in order to identify its parts and teachers show a wide variety of examples in order to give as much choice as possible at the design stage.
97. Overall, the quality of teaching is satisfactory, and in Years 1 and 2 it does not fall below this. Most of the teaching in Years 3 to 6 is good. However, there is some that is unsatisfactory where the national guidelines for the design and make process are followed too closely. Pupils are asked to create designs out of their own experience, without a good range of examples and with no structure to the challenge that has been set them. This resulted in Year 4 pupils producing a wide range of unrealistic drawings when asked to design a light. They were asked to think of the purpose of the finished article and to label their drawings; results included torches with sliding switches. These simply copied examples already seen. Planning merely represents the sorting of possible ideas into sections for each of the six weeks in

which the subject is to be covered. Making is intended for week five and evaluation for week six. However, the good and the very good teaching includes practical work in each lesson. Real products are successfully evaluated and taken apart; materials are available throughout the process and designs include detail on fixing and an explanation of the choice of material. Teaching of a Year 4 class structured the challenge effectively around an advent display of Christmas trees that would be decorated with lights. Pupils discussed the possibilities enthusiastically and made positive suggestions about ways to support the trees and to fix lights in various ways. The teacher guided discussions successfully and encouraged pupils to recognise the problems that they would encounter, before allowing them to make trial models to test their ideas. As the lesson progressed, the teacher effectively supported and encouraged them with questions about how they might solve their problems; the pupils thought carefully and suggested a variety of imaginative ideas. These were then tested by trial and error and improvements were made.

98. At present there is no co-ordinator for design and technology because of a recent departure. A new teacher has agreed to take on the responsibility but has not as yet had time to make a contribution. The previous co-ordinator had checked planning and some lessons, but had not recognised the need to focus on pupils' learning needs rather than the content of lessons.

GEOGRAPHY

99. By the end of Year 2, standards in geography broadly match expectations, but at the end of Year 6 they are below average. Similar standards were reported at the last inspection, and therefore improvement since then is unsatisfactory. Of necessity, over the last two years, attention has been focused on literacy and numeracy and consequently insufficient attention has been paid to this subject. Therefore, overall progress is slow throughout the school.
100. By the end of Year 2 pupils are aware that physical and human features determine the characteristics of different places, for example, when comparing the Island of Struay with their own locality and when finding out about the many places in the world visited by Barnaby Bear. They accurately name and identify the countries of the United Kingdom.
101. Pupils in Year 3 study the local area, charting different features and drawing simple sketch maps. By questioning adults, they find out about local employment. In Year 5, they study 'water around us'. The poor quality and quantity of their recorded work shows little understanding of this natural resource or of how it is supplied and used. Pupils in Year 6 link their studies of ancient Greece with modern Greece, its position in the world, its climate and the resulting lifestyles. They look at mountain climates, identify major ranges, and develop appropriate subject vocabulary. However, a lack of prior subject knowledge, appropriate vocabulary and skills restricts the progress they make and the standards they achieve. For example, Year 6 pupils, when talking about rivers studied in Year 5, are unsure about the water cycle, how rivers are formed and of their importance to settlement and communication.
102. The quality of teaching in the few lessons seen, all in Years 3 to 6, is satisfactory. Where it is most effective, introductions are clear and precise. However, a lack of pupils' prior knowledge restricts progress made in the planned activities. In Year 4, where teaching is satisfactory, this lack of prior knowledge about weather and places limits the children's ability to plan a holiday destination and to give reasons for their

choices. In a well-taught Year 6 lesson, a lack of research skills limited progress when writing an information page to describe the weather in the Andes and the Himalayas. However, lower attaining pupils, including those with special educational needs, made better progress in this lesson, understanding the effects of cold weather and avalanches. Well supported by the class teacher and classroom assistant, pupils record role-play interviews on the subjects. Pupils with English as an additional language, refugees and Travellers attain at a similar level to their peers.

103. Sufficient use is made of literacy skills, for example, when writing reports and developing research skills. Pupils use their numeracy skills to compare information, such as rainfall and climate data. Because there is no Internet access in classrooms, little use is made of information and communication technology to support learning. Pupils with special educational needs achieve suitable standards from their prior attainment but, like their peers, they have weak basic knowledge.
104. Co-ordination of geography has not been effective. Overall standards are still below average. A scheme of work has been introduced, based on national guidelines, and this should help to ensure pupils' continuous progress and learning. However, there has been no rigorous checking of the subject in order to evaluate the impact of this on the quality of teaching and learning. Teachers' planning is based on national guidance, which is not always adapted sufficiently to the needs of different ability groups. Informal assessments are made at the end of each unit of study and these inform future groupings according to ability. However, as yet they do not record the development of skills effectively or provide appropriate starting points for future learning. Resources are good and, when used appropriately, support learning well.

HISTORY

105. By the end of Year 2 and Year 6, standards in history match expectations and have been satisfactorily maintained since the last inspection. All pupils make satisfactory progress throughout the school. However, the lack of literacy skills for some pupils restricts the development of higher standards. Better progress is made in Year 6 where teachers have higher expectations. Pupils with special educational needs make satisfactory progress from their prior attainment. Those with English as an additional language, refugees and Travellers achieve a similar standard to their peers.
106. By the end of Year 2, pupils have learnt something of change over time, for example by looking at and comparing old and new houses. They know that evidence of the past can be found underground by archaeologists.
107. At the end of Year 6, pupils understand that history can be divided into different periods, such as Tudor and Victorian. They begin to understand the legacy of past civilisations such as the ancient Greeks and Romans. They understand that historical documents can provide evidence of life in the past and of change over time. For example, they compare past maps of the local area. Research skills are not consistently developed so, by Year 6, many pupils still have difficulty extracting relevant information from reference books.
108. Overall, teaching and learning are satisfactory. One very good lesson was seen in Year 6. This was very well prepared and organised, with a clear focus on developing research skills. Good ongoing assessment is clearly indicated by the way in which the learning needs of all pupils were met in the lesson, enabling them to make good

progress in their learning. For example, higher attaining pupils used their skills to develop a quiz for the rest of the class; lower attaining pupils, with strong support, recorded bullet points from given information. Throughout the lesson, there were good opportunities for speaking and listening that helped to develop understanding and confidence. Other lessons and activities are not as well planned or prepared; national guidance for medium-term planning is not adapted sufficiently to meet the learning needs of all pupils. For example, in Year 3, historic maps were compared with contemporary ones and the differences were noted, but this challenging activity was too difficult for lower attainers. Relationships in most classes are good, resulting in good behaviour that has a good impact on learning. In some lessons, judging by pupils' past work, teachers do not have high enough expectations, of either the quality or the quantity of work to be produced. This results in poor attitudes to learning, with pupils losing concentration and not giving their best.

109. Some good use is made of literacy skills, particularly when writing activities are planned with these in mind. History-based texts are used in literacy and effective use is made of drama, for example, when Year 6 pupils act out the Battle of Marathon. Although within school little use is made of information and communication technology for research, some communication skills are being used well. For example, in Year 6 newspaper pages for ancient Greece are created.
110. The co-ordinator is new to the role. Over the last two years the school has focused on literacy and numeracy so less attention has been paid to developing the provision for history. A scheme of work, based on national guidelines, has been introduced to help ensure continuity and progression in learning. This is being evaluated and will be adapted more closely to the needs of the school. Teachers make assessments at the end of each unit of study. Though these inform ability groupings for the future, they do not as yet adequately assess the development of skills. Planning has been checked to see that units of study are being covered, but there has been no rigorous monitoring of teaching and learning with a view to improving the quality of teaching and raising standards. In consequence, the overall quality of teaching has fallen since the last inspection. History is well resourced, with a good range of reference materials, artefacts and videos that provide a good stimulus for learning. Visits, to the British Museum and Victorian Ragged School for example, and visitors such as the Tudor re-enactment group, are a good addition to history provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Since the previous inspection, improvement in information and communication technology has been satisfactory. From the small number of lessons seen, standards continue to be satisfactory. The new computer suite is supporting regular development of skills for all pupils and the enthusiasm of the new co-ordinator is driving the subject forward. He has clear strategies for development. He has improved hardware for use in classrooms, and secured the installation of broadband telephone links to enable Internet access within the boundaries of school policy. Further development ideas include networking all classroom computers so that pupils can follow up work begun in the suite. Pupils with special educational needs achieve at a satisfactory level from their prior achievements. Those with English as an additional language, refugees and Travellers achieve at a similar level to their peers.
112. Lesson observations showed standards to be in line with expectations for pupils in Year 2 and Year 6. In the case of Year 2 pupils, this sample only covers work on editing text and, for Year 6, on constructing a home page as part of a history topic on

the ancient Greeks. Analysis of work on display largely confirms this judgement with examples of word-processing, graphics, digital photography and desktop publishing. However, there was no available evidence of work on control or sensing, of the use of email and the Internet, or of the use of databases. The judgement on standards is qualified accordingly. However, access to the full curriculum is rapidly becoming possible and the co-ordinator has development plans that will ensure full coverage.

113. Year 2 pupils are aware of most functions for editing text. Higher attainers show confidence when punctuating a prepared passage correctly. Average attainers are less confident but give an appropriate presentation of the text. Lower attainers use the correct keys but are not as confident; their results, with unnecessarily large spaces, are not what they expect. One autistic pupil was very successful and punctuated the whole passage accurately; in this, he was supported by the classroom assistant who focused his attention. Other work on display shows the use of digital photography and pupils printing their own photographs with speech bubbles mixing text with the graphics.
114. Year 6 pupils show much confidence and an increasing range of skills as they use text, graphics, fonts, colour and size to prepare a web page about the ancient Greeks. To access further pages of their work, they use icons to work as 'buttons'; they use images from Clip Art files and Word Art files as well as presenting headings and labels in a wide variety of styles. Work on display shows good quality reports about the battle of Marathon using photographs, illustrations and headlines such as 'Persian Plan Backfires' and 'Marathon Marches', all in blocked text.
115. A limited amount of teaching was observed and analysis of display supports a judgement of satisfactory teaching overall. Very good teaching was seen in Year 6. The lack of display in Years 4 and 5, even taking into account the large amount of writing, suggests missed opportunities. The very good teaching shows high expectations, and pupils' confidence increases as the teacher moves around the room offering support and guidance. Pupils increase their range of skills as they explore resource files and produce an imaginative variety of layouts with attractive forms of text and thoughtful use of colour. They co-operate well in pairs and evaluate the work of others with useful comments. Where teaching is less successful, national guidance is followed too closely and teachers' planning is not modified to suit individual classes. Good use of the interactive white screen demonstrates the procedures of logging-on and shows how to edit a piece of prepared text. Pupils respond well to the teacher and when they come to use the editing keys, they show that they have listened carefully. However, learning is not structured to match ability with the result that higher attainers do not progress according to their capabilities.

MUSIC

116. During the inspection no lessons were seen in music in Years 1 and 2. Evidence from singing practice, discussions with the co-ordinator and an examination of teachers' planning is sufficient for judgements to be made about standards and progress.
117. By Year 2 and Year 6, standards match expectations and have been maintained since the previous inspection. The subject makes a good contribution to the pupils' wider learning experiences of different cultures.

118. By Year 2, pupils sing clearly and in tune. They perform well together in singing practice. They sing a range of songs and hymns from memory, keeping good time and remembering that the chorus is repeated after each verse. They are developing an awareness of musical elements such as loud and quiet, fast and slow. In Years 3 to 6, they build on these skills through opportunities to listen and respond to music from different times and places. They are introduced to classical composers such as Mozart and Handel, and occasionally to music from other traditions such as Jazz and Afro-Caribbean. By Year 6, they sing well in unison during hymn practices and in the choir. They demonstrate good understanding of mood. For example, they convey the spiritual message in Herbert Chappell's 'Away in a Manger' by careful attention to dynamics and the sustaining of long notes. In most classes, they use percussion instruments to perform simple rhythmic patterns. No composition work was seen during the inspection. Discussions with teachers and pupils indicated that creating their own music is an area of the curriculum that is not yet developed.
119. A minority of pupils benefit from specialist instrumental teaching. Their attainment is good. Most can skillfully sight-read formal notation and confidently play their chosen instrument with a degree of competence. Overall, most pupils, including those with special educational needs, those who have English as an additional language, and refugees and Travellers, make satisfactory progress in relation to their prior attainment.
120. During the inspection, the overall quality of teaching and learning seen in Years 3 to 6 was satisfactory, but there was also some poor teaching of music. No lessons were seen for Years 1 and 2. Most teachers have a good understanding of how to teach basic skills; they plan activities well and ensure that they are interesting. Lessons usually have a clear structure and objectives are made known at the start of each class. Strengths include the teachers' focused questioning and their precise use of technical language. For example, in a lesson in Year 3, the teacher explored the meanings of 'rhythm', 'melody' and 'refrain' and this greatly enriched the pupils' learning and their own performances. Other strengths include the good management of behaviour, warm relationships, good links with previous work and the careful drawing out of the pupils' responses. This aids their awareness and appreciation. There is a reasonable pace to the lessons and practical opportunities for pupil involvement. Teachers skillfully evaluate what the pupils are able to do and ensure that they improve on earlier performances. Links with other subjects are well planned. For example, when performing the song, 'A Gest of Robyn Hode', pupils discussed its medieval origins and the types of musical instruments that were played in that period. Learning is fun and this contributes strongly to the very positive attitudes, behaviour and good relationships. Where teaching is poor, the teacher lacks in expertise; learning objectives are not shared, and time is wasted because pupils have no clear idea of what they are supposed to be achieving and the teacher has to concentrate on managing behaviour.
121. The co-ordinator has good subject knowledge and makes a significant personal contribution to the teaching of singing, especially in Years 5 and 6. The curriculum is planned appropriately and contains clear objectives for each year group, including an emphasis on developing the pupils' skills as they progress through the school. Resources are satisfactory but there are some shortcomings where information and communication technology is concerned. The co-ordinator is new to the post and is aware that some areas require developing and reviewing. For example, at present the teaching of music is not monitored, though this is planned for later in the school

year. Assessment provision, and its use in music, are underdeveloped. This adversely affects progress. To improve the quality and consistency of teaching there is an urgent need to use available staff expertise, including that of the co-ordinator, to support some members of staff.

PHYSICAL EDUCATION

122. By the end of both Year 2 and Year 6, pupils demonstrate standards of skill and performance that match expectations for their age. The quality of teaching is never less than satisfactory and is sometimes good or very good. These judgements are similar to those made during the previous inspection. The minor concern regarding levels of participation in games lessons has been successfully addressed.
123. During Years 1 and 2, pupils develop their physical skills through a well-planned programme of activities that includes gymnastics, dance and games. They show good co-ordination and control and an awareness of space; they are able to dodge and weave at different speeds. They use equipment in a safe way and show satisfactory levels of attainment when they aim, throw and catch. For example, Year 1 pupils threw with distance and height, and worked both independently and with a partner. They are given opportunities to learn new skills, progressing towards the use of a bat and ball.
124. During Years 3 to 6, pupils make satisfactory progress and learn to refine their skills. They are given opportunities to evaluate their own, and others', performance. In one Year 3 dance lesson, they made good progress and by the end were linking movements together in an extended sequence of movements. They showed good awareness of what their partner was doing and responded appropriately. Most pupils show a satisfactory level of control and agility and participate well in games and gymnastic activities. During the after-school netball club, they are given a strenuous warm-up activity and are aware of the need to prepare muscles in order to increase the heart rate. Good levels of ball skills were demonstrated by most of those attending. Swimming is included on the timetable, and members of Charlton Athletic Football Club attend school most weeks to provide additional soccer coaching. The school also has links with a local secondary school and other outside sporting groups to improve its provision in this subject, both in lessons and in extra-curricular activities.
125. Pupils enjoy their lessons and participate with interest and enthusiasm. They respond well to the challenges offered and follow instructions, showing concern for others and an awareness of their safety. They co-operate effectively, both in small groups and in team situations, and have a good appreciation of the need for sportsmanship and fair play. They talk enthusiastically about the challenges and give each other feedback about performance.
126. In the lessons observed, the quality of teaching ranged from satisfactory to very good. Lessons are planned and have clear learning objectives which are usually communicated to the pupils. For example, in a good Year 5 dance lesson, the teacher developed empathy with characters as pupils danced in pairs to the music from the film 'Chocolat'. In the good and very good lessons, teaching was brisk and the delivery confident and lively. Good coaching points, enabling the pupils to improve their performance, are given regularly, as is encouragement and praise. In less effective lessons, pupils are not always kept sufficiently active.

127. The subject is supported by a policy and scheme of work. These are currently being updated to include recent changes to the curriculum and recommendations to increase the time allocated to physical education. Excellent outdoor facilities, include three hard-play areas and a playing field with a football pitch. Class teachers assess pupils' attainment informally at the end of each half-term. The co-ordinator is enthusiastic, but has only recently been appointed. She attends local authority courses in the management of physical education and is also attending Bexley High Five Training. She monitors planning regularly, but as yet does not formally monitor the quality of teaching.

RELIGIOUS EDUCATION

128. By the end of Year 2 and Year 6, standards in religious education broadly match the requirements of the locally agreed syllabus, and have been satisfactorily maintained since the last inspection. Pupils, including those with special educational needs, make satisfactory progress throughout the school. Progress is better in Year 6, where teachers have higher expectations.
129. By the end of Year 2, pupils recall some of the stories told by Jesus and some of the events in his life. They understand that, for Christians, Jesus is the light of the world, linking this light to goodness and its expression in everyday life. They link their own special places and celebrations to Christians' use of churches and the celebrations of harvest, Christmas and Easter. They know that children and adults join the church through baptism.
130. By the end of Year 6, they understand more about the Bible and its contents. They compare creation stories from different religions. They know something of the beginnings of other religions: for example, the life and enlightenment of Prince Gautama in Buddhism. Although they recall facts from what they have studied, such as the names of the scriptures, buildings and festivals of different faiths, they do not have a sufficiently clear picture of each faith, or of which creed their knowledge relates to. By discussing ideas such as faith and the meaning of life, they develop a satisfactory understanding of religion and the questions it attempts to answer. However, despite these opportunities, their recorded work does not always reflect what they are learning, especially when worksheets are simply filled in and coloured. They have a good understanding of the need to acknowledge and respect different faiths.
131. Judged by the quality of past work and the lessons observed, including one very good and one unsatisfactory lesson, teaching and learning are satisfactory overall. In the very good lesson, the teacher had high expectations of all pupils. Activities were planned for the range of ability within the class; linked to pupils' literacy skills, and enabled all to achieve the learning objective. Higher attaining pupils had to make notes and summarise an information sheet on the Bible. Lower attaining pupils, including those with special educational needs, had very good support to complete a very well prepared work sheet on the information given. In the unsatisfactory lesson on Advent, some lack of subject knowledge and an activity that was not sufficiently understood by the class meant that little progress was made. Teachers refer to medium-term planning in lessons, but do not always adapt this, in short-term planning, to particular requirements. In most classes, relationships are good; they bring about good behaviour and positive attitudes to learning. At times there is a lack of expectation, of both the quality and the quantity of recorded work to be produced and too little attention is given to presentation, handwriting and spelling.

At present, teachers do not plan for the use of information and communication technology in religious education; this is due, in part, to the lack of Internet facilities in classrooms.

132. There is an enthusiastic and knowledgeable co-ordinator for the subject. A new scheme of work has been introduced, linked to the locally agreed syllabus, which incorporates some national guidelines. This is being evaluated for further improvements as it is being used and is helping to ensure continuity and progression. Suggested activities are provided. Although they are planned, no assessments procedures are linked to this scheme of work at present. Resources are adequate and have been audited and improved to match the new scheme of work. Pupils visit a local church and Christian representatives visit the school, adding to the provision for the subject. The school has tried to establish links with other local faith communities.

