

## INSPECTION REPORT

### **STEWART FLEMING PRIMARY SCHOOL**

Anerley, London

LEA area: Bromley

Unique reference number: 101594

Headteacher: Mrs K. Goodman

Reporting inspector: Mrs A.Pangbourne  
23818

Dates of inspection: 23<sup>rd</sup>-26<sup>th</sup> September 2002

Inspection number: 246132

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11 years

Gender of pupils: Mixed

School address: Witham Road  
Anerley  
London

Postcode: SE20 7YB

Telephone number: 020 8778 5510

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Appropriate authority: The governing body

Name of chair of governors: Mrs S. Hughes

Date of previous inspection: September 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23818	Alison Pangbourne	Registered inspector	Areas of learning for the Foundation Stage	How high are standards? How well are pupils taught? How well is the school led and managed?
9883	Brian Silvester	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with its parents?
11353	Janet May	Team inspector	English Art and design	Pupils' attitudes, values and personal development.
5902	Michael Harrison	Team inspector	Science Geography History Educational Inclusion English as an additional language	
31029	Peter Thrussell	Team inspector	Mathematics Information and communication technology Physical education	How good are the curricular and other opportunities offered to pupils?
23300	Lily Evans	Team inspector	Design and technology Music Religious education Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Stewart Fleming Primary School is situated in Anerley in the London borough of Bromley. It draws its pupils from the local area, which comprises a mixture of owner occupied and rented properties. The socio-economic circumstances of the pupils are broadly average, with 23 per cent entitled to a free school meal. Children's attainments on entry are broadly average. At the time of the inspection, there were 323 pupils on roll. There were 47 pupils with special educational needs, ranging from speech and communication problems to moderate learning difficulties. This is a broadly average proportion. One pupil had a Statement of Special Educational Need, which is below average. There were 95 pupils from ethnic heritages and three pupils speak English as an additional language. There is a similar number of boys and girls. The school has developed a computer suite since the previous inspection. There has been an increase in the number of pupils entitled to a free school meal. There has been significant mobility amongst the teaching staff in the last two years, with 60 per cent of staff leaving for a variety of reasons. There has been difficulty in filling vacant posts.

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

The school's effectiveness is satisfactory. It no longer has serious weaknesses. Children start school with broadly average attainments and by the time they leave the school at the end of Year 6, standards are average overall and pupils' achievement is satisfactory. The school has experienced a period of difficulty caused by staff illness and many changes of teachers. The quality of teaching is satisfactory. The headteacher provides very good leadership and she is well supported by governors and staff. The school provides satisfactory value for money.

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

- The headteacher provides very good leadership and the way in which she develops the roles of the subject leaders has contributed to the good improvement since the previous inspection.
- The quality of teaching for children in the reception class is good and gives them a good start to their education.
- Good provision for moral, social and cultural development results in good behaviour, personal development and relationships.
- Good financial planning means that funds are used effectively to raise standards.
- A good range of extra-curricular activities enhances the curriculum.
- The impact of parents' involvement on the work of the school is good and the school has good links them.

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

- Standards in information and communication technology are below average by the end of Year 6 because provision for the subject has been inconsistent further down the school.
- The quality of teaching in some classes to raise standards further.
- The use of assessment information to guide teachers' planning.
- The suitability of work for pupils with special educational needs in lessons.

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

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

The school has made good improvement since the previous inspection in 2000, where it was judged to have serious weaknesses. These weaknesses have been well addressed and the school is well placed to make further improvement. Standards have risen in English and science, and have been maintained in mathematics. The school has achieved this despite a period of significant instability amongst the

teaching staff and a lack of subject leadership. The quality of teaching and learning has improved. The school has worked hard to address the many issues identified in the previous report, successfully raising standards, improving the curriculum, establishing management roles and improving the partnership with parents and provision for cultural development. There is still room for improvement in the provision for pupils with special educational needs and in the use of assessment. Cost effectiveness has improved because the school thoroughly evaluates its spending to meet the needs of the pupils.

## STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	D	C	C	C
Mathematics	E	D	D	D
Science	D	E	E	E

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

Taking the years 1999 to 2001 together, results have been below average in English, mathematics and science. The turbulence amongst the teaching staff has contributed to this. There are, as yet, no comparative figures for 2002 but the percentage reaching the expected Level 4 by the end of Year 6 in the 2002 national tests was similar to those of 2001 in English, better in mathematics and similarly low in science. There was improvement in the number of pupils reaching the higher level 5 in mathematics and science. In the 2002 national tests and teacher assessments for pupils at the end of Year 2, the percentage of pupils reaching the expected level 2 in reading, writing, mathematics and science was lower than in 2001. However, this group of pupils had experienced disruption to their education through staff illness.

Inspection evidence shows that most children last year attained the early learning goals by the end of the reception year, with higher attaining children exceeding them. At this early stage of the year, it looks possible that standards may be higher at the end of this year because of the good teaching these children are receiving. They are achieving as they should, broadening and firmly consolidating their skills. By the end of Year 2, standards are average in all subjects. Achievement is satisfactory. By the end of Year 6, standards are average in all subjects with the exception of information and communication technology, where they are below average. This is because the older pupils have not learned the necessary skills further down the school when provision for the subject was unsatisfactory. Standards in science have improved because the new co-ordinator has good subject knowledge and has ensured that teachers place good emphasis on the investigative aspects of the subject. Higher attaining pupils are generally well challenged and those who speak English as an additional language are well supported. Tasks for pupils with special educational needs are well matched when they are withdrawn from lessons for small group teaching, but their needs are not always well met in class.

The school has set very challenging targets on the recommendation of the local education authority based on progress made by pupils in the top 20 per cent of schools nationally. Considering the disruption caused by teacher turbulence, these targets are unrealistic and are unlikely to be met.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory overall. Many pupils show positive attitudes to their work. However, where tasks are not well matched and the teaching is less than satisfactory, pupils become disinterested in their work.
Behaviour, in and out of classrooms	Good. Most pupils behave well and are polite and courteous. They try to meet the school's expectations of good behaviour.
Personal development and relationships	Good. Pupils are encouraged to take responsibility for their actions. Relationships are good between all members of the community, regardless of race, gender or background.
Attendance	Satisfactory. A number of pupils are regularly late for school and this disrupts the start of the day.

- The School Council provides very good opportunities for pupils to take an active part in their school.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 leads to satisfactory learning. There are variations in the quality of teaching between teachers, but examples of good teaching were seen in each year group. No unsatisfactory teaching was seen for pupils in Years 1 and 2, but four unsatisfactory lessons were seen for pupils in Years 3 to 6. The quality of teaching is highest in the reception class, where tasks are well matched to the children's needs. The teaching of English and literacy skills is satisfactory and the recent full implementation of the National Literacy Strategy is contributing to rising standards. The quality of teaching of mathematics and numeracy are also satisfactory. Strengths in the quality of teaching include interesting tasks that motivate the pupils, good management strategies to ensure no time is wasted and well-matched tasks. Pupils work hard and show good levels of independence. Where teaching is unsatisfactory, as in one lesson in Year 3, one in Year 4 and two in Year 6, explanations are not clear, class management strategies are weak and tasks are not well matched to the needs of the pupils. As a result, pupils do not know what they are expected to learn or what to do to improve. Tasks are planned to meet the needs of higher attainers and pupils who speak English as an additional language. Although the needs of pupils with special educational needs are well met when they are withdrawn for extra support, their needs are not always met so successfully in the classrooms.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The use of information and communication technology across the curriculum is underdeveloped. There is a good range of extra-curricular activities.

Provision for pupils with special educational needs	Satisfactory. Targets on individual education plans are not used in lesson planning to ensure that tasks are well matched to pupils' needs.
Provision for pupils with English as an additional language	Satisfactory. The small number of pupils are fully integrated into the school and receive good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Good provision for moral, social and cultural development. Provision for spiritual development is satisfactory. Pupils are well prepared for life in multicultural Britain.
How well the school cares for its pupils	The school cares for its pupils appropriately. Good procedures for monitoring and promoting good behaviour. Monitoring of pupils' academic performance is satisfactory. There is a good range of assessment procedures, but the use of assessment to ensure that pupils build on what they already know is unsatisfactory and the quality of marking is inconsistent.

- The school has good links with parents for whom it provides good information. Some parents do not support their children with homework or by hearing them read and this has a negative effect on progress.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very strong leadership. She has led the school forward successfully through the period of instability amongst the teaching staff. She is well supported by the seconded deputy headteacher and senior staff.
How well the governors fulfil their responsibilities	Satisfactory. They are supportive and have developed their roles since the previous inspection. They have an appropriate understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Satisfactory. The school analyses its performance to identify areas for improvement. It has identified some underachievement in black Afro-Caribbean boys and strategies are in place to improve this. It has already identified that the use of assessment data is an area for improvement.
The strategic use of resources	Good. Resources are well used to raise standards. For example, pupils in Years 4, 5 and 6 are now taught in smaller classes to give them more individual and small group support.

- The headteacher has successfully taken responsibility for many initiatives herself because staff illness and many staff changes have led to a lack of continuity, particularly in subject leadership.
- The school is adequately staffed although there have been significant difficulties in appointing suitable teachers. The accommodation is satisfactory overall. However, there is no secure play area for children in the reception class, toilets for older pupils are outside and the playground is unattractive. All these areas have been identified for improvement as soon as funds allow. There is a suitable range of resources.
- The principles of best value are applied satisfactorily.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• The teaching is good and children are expected to work hard.</li> <li>• The school helps their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• More activities to be arranged outside lessons.</li> <li>• More information about how their children are getting on.</li> <li>• Information with regard to homework and consistency in marking it.</li> <li>• Some parents would like the school to work more closely with them.</li> </ul>

The inspection team generally supports the positive views held by parents, although the quality of teaching is not good in all classes. A good range of activities is provided outside lessons and parents receive good information about their child's progress. The amount and regularity of homework is similar to most primary schools and all homework seen during the inspection had been suitably marked. The school has good links with parents.

## **PART B: COMMENTARY**

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

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

1. Attainment on entry to the school is broadly average in all the areas of learning. Children make sound progress and achieve as they should, firmly consolidating and broadening their skills. At the end of the reception year, most children last year attained the early learning goals in all the areas of learning, with some higher attaining children exceeding them. Inspection evidence, at this early stage in the year, shows that standards may be higher this year because of the good teaching these children are receiving.
2. In the 2001 National Curriculum tests taken by pupils at the end of Year 2, the results were average in reading and below average in writing and mathematics. Teacher assessments in science show that the proportion of pupils who reached the nationally expected level was average. In the 2002 National Curriculum tests for pupils at the end of Year 2, for which comparative results are not yet available, the percentage of pupils reaching the expected Level 2 in reading, writing and mathematics was less than in 2001. However, more pupils reached the higher Level 3 in mathematics. There are several reasons for the fall in standards. This group of pupils had experienced some disruption to their education due to staff illness and the death of a teacher and as a result had several different teachers during the year.
3. In the 2001 National Curriculum tests taken by pupils at the end of Year 6, the results were average in English, below average in mathematics and well below average in science. In the 2002 tests, the percentage reaching the expected Level 4 was similar to that of 2001 in English, better in mathematics and similarly low in science. There was an improvement in the number of pupils reaching the higher Level 5 in mathematics and science. There are several factors that have led to pupils not doing as well as might be expected from their broadly average starting point on entry to school. The school has experienced a period of staff turbulence since the previous inspection two years ago when the school was judged to have serious weaknesses. Mobility amongst the teaching staff, with some sixty per cent of the staff leaving and a lack of subject leaders, particularly in science, has contributed to lower standards than might be expected. The school has found it difficult to fill teaching vacancies partly due to its geographical location and most pupils have experienced some disruption to their education, having been taught by several 'supply' teachers. For example, last year's Year 6 were taught by many different teachers during the year. Compared with schools with a similar number of pupils eligible for free school meals - in 2001 this was between eight and twenty per cent - attainment was average in English, below average in mathematics and well below average in science.
4. Inspection evidence shows that standards are rising. By the end of Year 2, standards are average in all subjects and pupils' achievement is satisfactory. There has been significant improvement since the previous inspection, where standards were judged to be below average in all aspects of English, science, design and technology, geography, history and information and communication technology. By the end of Year 6, standards are also average in all subjects with the exception of information and communication technology, where they are below average. Again there has been significant improvement since the previous inspection, where standards were below average in all aspects of English, science, design and technology, geography, history, and music. Standards were well below average in information and communication technology and religious education.
5. There are several reasons for the improvement in standards and the difference between inspection evidence and national test results. The National Literacy Strategy has been fully implemented relatively recently and the beneficial effects of this are now impacting positively on standards in English. Although the quality of teaching is satisfactory overall, there are good features in many lessons and the proportion of very good teaching has improved. New subject leaders have a clear view for the development of their subjects and have made a good start at implementing strategies

for improvement. In science, examination of last year's work, discussions with pupils to establish what they already know and lesson observations show that in response to the good teaching now in place, that standards are likely to be average this year. Although standards in information and communication technology have improved at the end of Year 6, they are still not as high as they should be. This is because older pupils have missed the benefit of the new computer suite and have gaps in their learning due to the staff changes.

6. Standards in literacy and numeracy are average by the end of both Year 2 and Year 6. The use of literacy and numeracy to enhance learning in other areas is satisfactory. For example, pupils use their literacy skills to support work in history and geography. They use their numeracy skills appropriately in design and technology when making homes and vehicles. The use of information and communication technology skills to support other areas of the curriculum is underdeveloped.
7. Pupils with special educational needs and those for whom English is an additional language make satisfactory gains in their learning in relation to their prior attainment. This is also an improvement since the previous inspection. Pupils with special educational needs make satisfactory progress towards the targets on their individual education plans but, although most targets are appropriate some are too large to be realistically achieved in the time set. Pupils who speak English as an additional language make sound progress supported by teachers, classroom assistants and the visiting specialist teacher. Higher attainers are appropriately challenged and the school has worked hard to meet their needs since the previous inspection. There is no significant difference in the attainment of boys or girls although the school has identified that some black Afro-Caribbean boys underachieve. The school has introduced appropriate strategies to address this.

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

8. Pupils' attitudes, behaviour and personal development are good overall and this represents an improvement since the previous inspection. Parents report that pupils are happy and eager to come to school. Pupils are friendly and polite to visitors and never miss an opportunity to smile warmly and greet visitors in the corridors and classrooms. Attitudes to the school are satisfactory overall. In the majority of lessons pupils want to learn and do their best. Most of the time, they listen attentively and enjoy their learning. When lessons are lively and stimulating, pupils show real enthusiasm and joy in their work. For example in a Year 1 English lesson, pupils showed great delight in correcting a puppet's incorrect reading. Where lessons are less interesting and tasks are not well matched to their needs, attitudes to work are less positive. Pupils with special educational needs have good attitudes to their work except when the tasks set are inappropriate for their needs. As pupils move through the school they develop good learning habits and staff carefully foster concentration and positive attitudes to work. Pupils enjoy working together and sharing ideas. They like contributing to class discussions and do so in a confident manner.
9. The behaviour of pupils is good. Teaching staff work well to reinforce good behaviour. The social and moral provision within the school has a clear and positive impact on the good standards of behaviour. Pupils show a clear understanding of the good behaviour expected by the school and the majority reach these standards well. A few pupils can be challenging and find extended periods of concentration difficult but they are well managed by staff with good support from the headteacher. The vast majority of pupils show courtesy to each other and to staff and good respect for the needs and feelings of others regardless of gender, race or background. Good behaviour is also evident in and around the school. The rules for behaviour in each class have been created in discussion with the pupils and are permanently on display. All parents are required to sign a copy of the rules and are given a copy to retain. The school has not recently had to resort to excluding any pupils as a result of poor behaviour, although one pupil was excluded last year. There is no sign of aggressive, sexist and racist behaviour. Pupils are careful with property, both their own and the school's.
10. Throughout the school, relationships are good and help to promote good personal development. Most staff provide good role models showing care and courtesy in their relationships with pupils. Pupils are encouraged to undertake responsibilities both in class and around the school. The School Council, although comparatively new, is already well established and respected in the

school. It provides a very good opportunity for pupils to take an active part in how their school develops. Council members from each class and older pupils who have important duties around the school take their responsibilities very seriously. Pupils are also encouraged to show initiative and are warmly praised when they do so. Pupils of all ages mix well together and this is especially so at break times when the 'playground pals' help in the playground.

11. Attendance is satisfactory and has improved since the previous inspection. The main reasons for absences, other than illness, are holidays taken in term time and a few condoned absences by parents. Most pupils are punctual but a significant number of pupils arrive late each day and a few are persistently late. This supports the concerns expressed by some parents on punctuality affecting the start of the school day. Lower levels of attendance and punctuality have a detrimental impact on the attainment and progress of the pupils concerned.

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

12. Taking all aspects of teaching into account, the quality of teaching is satisfactory overall and leads to satisfactory learning. More than nine out of ten lessons were satisfactory or better with four lessons being unsatisfactory. Almost half the lessons seen were judged to be good or better. This is an improvement since the previous inspection, where the quality of teaching was judged to be unsatisfactory in several subjects and there was a higher proportion of unsatisfactory lessons. There are significant variations in the quality of teaching between teachers, as was identified by some parents before the inspection. Examples of good teaching were seen for pupils in each year group.
13. The quality of teaching for children in the reception class is good overall. It is a strength of the school and has been maintained since the previous inspection. Four out of six lessons were judged to be good, with the rest being satisfactory. A particular strength is the way in which the teacher and classroom assistant work together as a team to establish routines and expectations at this early stage in the term. Both adults working with these children have a good understanding of the needs of young children and offer activities that are well matched to their needs, based on an early assessment of what they already know. The children are well managed and an exciting range of activities ensures that they try hard and concentrate well. As a result, in their first full week at school, the children are already well settled and are making good gains in their learning.
14. The quality of teaching and learning is satisfactory overall in English and mathematics for pupils throughout the school. It is good in science. There was insufficient evidence to make a judgement in any other subject. The school takes care to ensure that the needs of higher attaining pupils are well met, but pupils with special educational needs are not always identified in teachers' lesson plans and tasks for lower attaining pupils are sometimes too difficult. This is because the school does not use assessment successfully to ensure that all pupils are offered tasks that are as closely matched to their needs as they should be. This is particularly the case where teaching is unsatisfactory or barely satisfactory and leads to pupils becoming restless and having an unsatisfactory understanding of their own learning.
15. There are variations in the quality of teaching between teachers, although there are strengths in each year group. The quality of teaching is never less than satisfactory for pupils in Year 1 and 2. The quality of teaching for pupils in both Year 5 classes is rarely less than good, with one third of the lessons seen being very good. Here, teachers have very high expectations and offer tasks that are well matched to the needs of all pupils, including those with special educational needs and those for whom English is not their first language. For example, in a very good mathematics lesson, the teacher asked challenging questions to pupils of different levels of attainment, expecting them to explain their answers. This enabled her to assess their understanding and to ensure that subsequent tasks were well matched to their needs. In another Year 5 class, in a science lesson, the teacher took every opportunity to extend learning about 'endo' and 'ecto-skeletons', picking up on pupils' questions and leading thought-provoking discussions that encouraged the pupils to find out more.

16. Strengths in the quality of teaching in the other year groups include good management strategies that ensure no time is wasted correcting inappropriate behaviour, well matched, interesting tasks and a brisk pace that keeps the pupils motivated. For example, in a literacy lesson for pupils in Year 3, the teacher encouraged the pupils to close their eyes and imagine climbing a beanstalk, using well-matched questions to enable them to think about their arrival on a cloud before writing their story. In a very good literacy lesson for pupils in Year 1, the pupils eagerly learned 'medial' sounds through the very effective use of a puppet, who produced items such as a toy dog from a bag, calling 'dig'. This amused the pupils who were quick to point out that it should be 'dog'. In a very good science lesson for pupils in Year 2, a well chosen range of foods motivated the pupils to discuss to which food group a bar of chocolate belonged and whether or not it was a dairy product. In Year 4, pupils decided on the layout of a class newspaper with enthusiasm in response to the teacher's clear explanation. Very good opportunities to stop and discuss the work so far, in pairs, kept the pupils' interest and stimulated further discussion. In Year 6, a good religious education lesson was characterised by valuable opportunities for discussion about famine that contributed positively to pupils' cultural development. Statements such as 'Listen to me. Last year my two children died of malnutrition' motivated the pupils to discuss, with interest, contrasts between their own lives and those less fortunate.
17. A particular strength is the quality of teaching provided by a specialist music teacher for pupils in Year 1 and Year 5. An excellent lesson was seen during the inspection for pupils in Year 1. In this lesson, the teacher encouraged pupils to keep to the beat of a metronome before moving on to demonstrate the use of tuned and untuned instruments. The pupils built successfully on the skills they had learned to use the instruments, playing two different beats at one time. Excellent management strategies ensured that the pupils gradually stopped playing in response to her signals.
18. Where teaching is less successful, for example in an unsatisfactory guided reading session for pupils in Year 4, explanation was insufficiently clear, resulting in pupils not knowing what they were expected to do and behaviour deteriorated. Although the group working with the teacher made gains in learning about non-fiction texts, there was insufficient supervision of other groups, leading to a negative effect on learning. The school has identified the organisation of guided reading sessions as an area for improvement. In an unsatisfactory mathematics lesson, for pupils in Year 6, weak management strategies, where the teacher did not wait for the attention of all the class before beginning and slow pace meant that pupils did not complete the planned tasks during the lesson. Two lessons in information and communication technology were unsatisfactory, one for pupils in Year 3 and one in Year 6. Both these lessons took place in the computer suite and neither teacher has received training in its use. In the lesson for pupils in Year 6, limited progress was made because the teacher had not identified that many of the pupils did not have the necessary skills to complete the task and this led to deterioration in behaviour. In Year 3, instructions to type a healthy menu from two examples given, were not clearly explained, resulting in pupils, who were keen to use the computers, starting the task incorrectly. Inadequate class management strategies, where the teacher did not wait for the attention of all before speaking to them, meant that some pupils did not discover what the task should have been and consequently practised their typing skills.
19. What makes the difference between lessons that are satisfactory and those that are better is sometimes the way in which the pace lags as the lesson progresses. Some teachers allow too long before moving on to the next activity and, because they do not set time targets, pupils do not know how long they have to complete an activity and there is no sense of urgency. Some teachers do not share what pupils are going to learn at the beginning of lessons or check their understanding at the end. This contributes to a lack of understanding by the pupils of what they have learned and what they need to do next and impacts negatively on learning.
20. Teachers are beginning to use information and communication technology appropriately to support their teaching. For example, in Year 1, the teacher used the computer very effectively to illustrate the importance of writing and following a sequence of instructions. The pupils learned that the printer will not work unless it is switched on. Pupils use a range of programs to support their work in literacy and numeracy. They use the Internet to research topics in history and geography.

However, there is room for improvement in the way that pupils use information and communication technology to support their learning; for example, to present the results of their experiments in science.

21. The quality of teaching for pupils with special educational needs is satisfactory. Effective strategies have been established to support pupils with special educational needs in Years 1 and 2 through the Early Literacy Strategy and the support of learning support assistants. Through Years 3, 4 and 5, the Additional Literacy Strategy is effective for most pupils and they make very good progress within these lessons. When pupils are supported in class, with work at a suitable level and with additional prompts if appropriate they make satisfactory progress. However too often pupils sit on the floor for over-long lesson introductions which may be above their understanding. When this is the case, pupils lose interest and concentration and progress is unsatisfactory. Although pupils have individual education plan targets there is little evidence of their use in lesson planning. Pupils with a Statement of Special Educational Need are well supported in class and make good progress.
22. The small number of pupils who speak English as an additional language have well constructed programmes that enable them to take a full part in lessons. Teachers share their planning with the specialist teacher who prepares the pupils for what they are going to learn. Teachers discuss how the pupils have got on and suitable work is planned in close co-operation with the specialist teacher and the English subject leader. Examples were seen during the inspection where teachers included these pupils in their individual questioning and ensured that they understood. For example, a child in the reception class was able to take a full part in the physical education lesson when the teacher sensitively explained the meaning of 'Be still'.

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

23. The school provides a satisfactory curriculum that is sufficiently balanced and broadly based. There has been good improvement in the curriculum since the last inspection although the school recognises the need for further review. The schemes of work have been updated and now match the requirements of the National Curriculum. All statutory requirements for the National Curriculum, religious education and collective worship are met, including teaching information and communication technology, religious education and swimming, which were not met at the time of the previous inspection.
24. The National Literacy and Numeracy Strategies have proved effective in maintaining and improving standards since the last inspection, although more opportunities need to be provided for pupils to use numeracy skills in other subject areas. Similarly, information and communication technology skills are now being taught systematically, but insufficient opportunities are currently being provided to use these skills in other curriculum areas.
25. Satisfactory provision is made for pupils' personal, social and health education. Although classes do not generally have a timetabled session for this, provision is made through other subject areas, for example literacy, science and religious education, and within class and school assemblies. There is not yet a scheme of work for personal, social and health education, and the school recognises the need at least to set down where and how provision is being made. Sex education and drugs' awareness are covered through visits from, and discussions with, the police and the school nurse.
26. Pupils have satisfactory equality of opportunity to the curriculum. The variability of teaching, particularly within some year groups, results in learning opportunities sometimes being inconsistent between classes. Although better provision is now being made for higher attaining pupils, particularly in literacy and numeracy, at times the learning needs of lower attaining pupils, including those with special educational needs, are not being appropriately met within lessons.
27. The provision for extra-curricular activities to support the curriculum, including visits and visitors, is now good. The school runs a range of sporting and other activities for pupils in both Years 1 to 2



and Years 3 to 6. These include cross-country, football, netball and dance, drama, recorders, French, Oware- an African board game, design and technology, reading and gardening. An after-school club, 'Jumoke', provides care for some pupils until their parents finish work. Pupils go on at least one visit each year, linked to topics they are studying, for example to Hever Castle, the Horniman Museum and the Tate Britain. A residential trip to the Isle of Wight provides Year 6 pupils with opportunities in environmental and adventure activities. Visitors to the school have run different workshops including African drumming, keyboard, Oware, mosaic, and black history. All these opportunities contribute positively to pupils' social and cultural development.

28. There are satisfactory links with the community that support pupils' personal development and learning. The school recognises that these can be developed further. A local football team has run coaching sessions, pupils visit the local church and sing carols at the local supermarket. Representatives from local services, such as the police and fire service, talk to pupils on matters of safety.
29. The links with other schools in the area are satisfactory. Pupils take part in the Penge Music Festival with other schools and compete in inter-school sports' tournaments. Strong links with secondary schools have been difficult to establish due to the large number of schools involved. Some secondary teachers visit Year 6 pupils prior to transfer, and pupils are able to attend induction days at some of the schools. The school supports other schools by having students on work experience.
30. The provision for pupils with special educational needs is satisfactory overall and statutory requirements are met for pupils with a Statement of Special Educational Need. This represents satisfactory improvement since the last inspection. Most pupils benefit from Early and Additional Literacy Support programmes and support from a member of the Bromley Learning Support Unit. This provision is based on withdrawal sessions, both in small groups and individually. Progress of pupils on the Early and Additional Support programmes is well recorded and used to plan future lessons. The school takes care that this is at the same time as the literacy hour or that the time is varied to avoid pupils missing other subjects. In class, in literacy and numeracy hours, pupils generally have appropriate work set for them but their individual education plan targets are not included in planning. Early indications suggest that a behaviour management programme, which fully involves pupils and parents and is currently being piloted, is effective, and will be adopted by the school. One pupil comes into the school from a neighbouring special school for a half day each week and has lessons alongside peers with whom there is some valuable communication.
31. The good provision for the pupils' spiritual, moral, social and cultural development represents a significant improvement since the last inspection. There is now a clear policy for spiritual, moral, social and cultural development. The school maintains a caring ethos in which all members of the community are valued. Pupils are treated fairly and there is a shared commitment to encouraging them to grow and develop as young people who are sensitive to the needs of others as well as being responsible for their own actions.
32. School assemblies provide a good basis for pupils' spiritual development during which pupils are guided well to reflect on the theme of the assembly. For example, in an assembly about working together the headteacher talked about respect for others and questioned pupils on their understanding. She supported this with an appropriate hymn – 'sharing and caring day', encouraging them to think about themselves and their God and gave them a framework within which to reflect on their personal attributes. She also helped pupils to understand themselves and to realise that their achievements were to be valued. Pupils' spiritual development is also well promoted in the school through religious education. Pupils explore the practice, beliefs and values of Christianity and other world religions.
33. Moral development is strongly fostered by the school code of behaviour and school aims, which all pupils know and understand. The 'Golden Rules' provide a clear framework for pupils to know right from wrong. Pupils are encouraged to show a sense of responsibility for themselves and others in the school in their actions and their courteous behaviour. They have a clear understanding of good behaviour. A weekly achievement assembly is used to reward good behaviour and achievement,

which is noted in the achievement book. Pupils value these rewards. Pupils are very aware that bullying and oppressive behaviour is unacceptable and know that they should report any worries that they have to staff. Teachers provide fine role models and foster a sense of caring about others.

34. The school encourages pupils to work and live harmoniously together. Pupils have opportunities to work together in lessons and are encouraged to co-operate well during their daily activities. For example, the 'Playground Pals' check to see if any of the younger pupils has any problem at playtimes and lunchtimes. They talk to those pupils and try to help them. The School Council involves pupils in making decisions, which will affect everybody in the school. Within lessons, pupils work in different pairs and groups discussing tasks and helping each other. For example, in a Year 3 English lesson, higher attaining pupils eagerly helped groups of lower attaining pupils to successfully construct complex sentences about Jack and the Beanstalk. Pupils have duties within the class to help the teacher and use initiative when they need to. The residential trip in Year 6 offers pupils the opportunity to live at close quarters with a wide range of people in a situation that is very new to most of them. This also supports their curricular studies.
35. The schools aims stress that difference and diversity are to be celebrated. Cultural development is fostered through the subjects of the curriculum, especially religious education. There are opportunities to learn about the main features and festivals of world religions and the cultures of people of different faiths. Studies are made of the local area and how this compares to other areas. There is a large display about the Queen's Golden Jubilee, which helps pupils to understand her role and major events in her lifetime. The school has held a 'Black History' week and a cultural diversity week to help pupils understand and appreciate other cultures. They are well prepared for life in multicultural Britain. There is an Oware club involving pupils in a board game originating from Africa. There is a large world map on display showing the countries of origin of pupils from various ethnic groupings. Greetings are displayed around the school in a number of languages and there are a variety of multicultural books in the library. Through art and design and music, pupils also develop a good appreciation of other artistic traditions.

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

36. The steps taken to ensure the pupils' welfare, health and safety are satisfactory. In the previous inspection report it stated that the school provided a secure environment for its pupils and this is still the case. The school has been successful in reducing the level of unauthorised absences and the procedures for monitoring attendance are now satisfactory. The teachers and staff know the pupils well, recognise their needs and give them sound support and guidance. The school has an appropriate health and safety policy, which is dated and signed. There are three qualified first-aiders in the school. The school nurse visits regularly to carry out health checks and talk to pupils. Other specialist support workers also visit, including the school dentist and behavioural support staff. The governors are involved in formal health and safety inspections of the buildings and grounds and a written report is made to the full governing body to keep them informed. A governor who is a fireman carries out fire safety inspections and fire drills are held termly to ensure that pupils and adults are familiar with the procedures. Some risk assessments have been completed.
37. The school has an appropriate child protection policy and the headteacher is responsible for its implementation. All staff are made aware of the policy in the staff handbook. However, no training has been provided for the headteacher or other members of staff but this will now be pursued.
38. Satisfactory procedures are in place to record and promote attendance and report and manage pupil absence. If a pupil is absent without a note being sent, the class teachers initially pursue this. Cases of persistent lateness are followed up and parents are contacted. Punctuality is closely monitored and recorded. If the attendance of a pupil is causing concern, the parents are contacted and, if necessary, the education welfare officer will make a home visit. In her review of the school registers, she commented that much work needed to be done before some class registers reach an acceptable standard. Staff changes and many supply teachers have contributed to this. In the inspection week it was observed that on one day two registers were incorrectly marked. Consequently, the school is not meeting statutory requirements for recording attendance. The school encourages attendance by giving awards for full attendance at the end of each year.

39. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. There is a good behaviour and discipline policy, which contains a suitable range of rewards and sanctions to encourage good behaviour. In Years R to 2, rewards include 'Freddie Freckles' stickers and in Years 3 to 6 the rewards go towards a 'Wall of Achievement'. The sanctions are in three stages, minor, more serious and very serious. The midday assistants have a system of yellow and red cards to address misbehaviour and they can give out rewards that are related to the school's behaviour and discipline policy. As a result, behaviour overall is good. Bullying and racist incidents occur only infrequently. If they do, a considerable amount of time is spent interviewing the pupils concerned and taking appropriate action. Parents are informed of such incidents and proper records are kept. The evidence from parents prior to, and during, the inspection was that they were happy with the standard of behaviour achieved and the way that any bullying or racist incident was quickly dealt with.
40. The school's procedures for monitoring and supporting the pupils' personal development are satisfactory and make an appropriate impact on raising their self-esteem. Class teachers monitor pupils' personal development and the pupils' end-of-year annual reports make good reference to their social progress. Some formal records of personal development are maintained for pupils on schemes, like the Additional Literacy Strategy, but otherwise the records are informal.
41. Since the last inspection, the school has developed good assessment procedures to monitor progress and to improve standards. The school now has a comprehensive assessment policy which outlines the four purposes of assessment, to identify and track pupil's progress, highlight strengths and weaknesses in the school's provision, identify achievable targets, and inform planning. The policy also specifies the responsibilities of each member of the staff in this regard.
42. The results of National Curriculum tests at the end of Year 2 and ongoing testing in other year groups are carefully analysed and used to set individual targets and to track progress against them. However, these targets are not always shared with parents to enable them to provide support at home. The overall analysis provides information that is well used to identify challenging targets for the school to reach. Those chosen for the school by the local education authority are based on improving pupils' attainment between Years 2 and 6 in line with the 20 per cent best-performing schools in the country. In view of the disruption to the education of many pupils caused by staffing difficulties, these targets are unrealistic and the school is unlikely to meet them this year.
43. There are areas of good practice in the school's assessment of pupils' learning; the way records are kept tracking their progress and the analysis of results. However, the use of assessment to inform teachers' plans and classroom practice is unsatisfactory overall. The implementation of an assessment policy was an area for improvement in the last inspection and this has not yet been fully addressed. On-going daily assessment in all subjects ensures that pupils receive good advice and guidance from teachers during lessons and interventions are frequently timely. In the best lessons, concluding sessions are used well to draw out pupils' understanding of what they have learned, correct misconceptions and remind pupils of key learning points. In these sessions, pupils are often asked to make an estimate of their own learning. However, this practice is not consistent in all classes. Teachers do not always use the information they gain from marking and other assessments to provide work directly matched to the needs of individual pupils. Too few examples were seen where a lesson plan had been modified in the light of information gained from the assessment of pupils' learning in the previous similar lesson. An exception was in a Year 1 class where the teacher altered her approach and regrouped a small number of pupils in the afternoon in order to help them to learn what they had failed to understand in the morning.
44. Although the needs of higher attaining pupils are generally well met, this is not always the case for lower attaining pupils or those with special educational needs. Procedures for assessing and tracking the achievement of pupils with special educational needs have been introduced since the last inspection and are satisfactory. Initial assessment is followed by the agreement of individual education plans for pupils, in order to tailor learning and provision to their needs. When withdrawn

from the classroom for special tuition, their specific needs are well catered for, but in lessons not enough attention is paid to their targets. Lesson plans usually detail which pupils have individual education plans but the targets within them do not feature in the plans. The use of assessment information and individual education plan targets is unsatisfactory and recording of progress towards them is underdeveloped. Although targets are usually appropriate, some require breaking down into smaller steps. Tracking of pupils' achievement, which is satisfactory overall, has been recently introduced. It is used effectively to show progress over time and has highlighted, for example, poor progress, leading to changes in class organisation. Pupils' involvement in assessing their own progress towards targets in class is underdeveloped. There are now established links with outside professionals who are involved both informally and in contributing to annual reviews.

45. There is unacceptable variation in the marking of pupils' books as was noted at the time of the previous inspection. In many classes frequent marking encompasses well-judged comments which both support and challenge pupils to improve. Such marking enables pupils to know what to focus on in subsequent work. Other pupils, in parallel classes, do not benefit from this attention and their work is too often either not marked or ticked without encouraging comments or advice, which identifies detailed points for improvement. The school has developed a good marking policy but the absence of the school's assessment co-ordinator and recent changes in staff means that it is not universally followed.

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

46. Parents from all communities are supportive of the school and the links between the school and parents have a positive impact on the pupils' learning. In the previous inspection report it stated, as one of the key issues, a need to improve the communication and partnership with parents and this has been successfully addressed. Another key issue was the need to provide regular and appropriate information for parents about their children's work and progress. This too has been well addressed. The quality of information is now good. The Stewart Fleming Newslink, which is a fortnightly newsletter, is well presented and informative. The external notice boards are well used and good information is available for parents to keep them informed. The headteacher holds a forum twice a year, to which all parents are invited, to discuss items of interest, but the response is poor. The school's home/school agreement is due to be revamped in 2002/3. Good induction procedures are in place for parents of children starting school. They are invited to a meeting and children spend time in school prior to their entry to the reception class. Parents have good opportunities to discuss their child's progress. There are two open evenings, in September and February, and there is also an opportunity for parents to discuss their child's annual report, after they go out in July. These reports are of good quality. They give parents good information on what their child knows, understands and can do and give targets for improvement.
47. In the parents' questionnaire, prior to the inspection, a significant number of parents expressed dissatisfaction with the information they receive about how their children are getting on, but inspection evidence does not support this, judging the quality of information provided to be good. However, not all parents are fully involved in the setting of targets for improvement for their child and this is particularly the case for pupils with special educational needs. At twice yearly review meetings, parents of these pupils have had clear reports of progress and have been informed of the targets. The school now needs to involve parents more in the setting of these targets.
48. The parents' views of the school are satisfactory. The school's links with its parents are effective and their involvement has a good impact on the work of the school. In the pre-inspection parents' questionnaire, a significant number of parents did not think the school worked closely with them but inspection evidence does not support this. The contribution of parents to children's learning, at school and at home, is satisfactory. The Friends of Stewart Fleming School are very active and raise a large amount of money for the school, as well as organising social events. In recent times they have organised a fashion show, a magic show, discos and a summer fayre, Christmas fayre and a car boot sale. The funds raised have gone towards the cost of the computer suite, and their latest project is the improvement of the playground. The Friends keep parents well informed of

events. Parents are encouraged to help in school and a small number do so on a regular basis. The school uses parental questionnaires appropriately to test the parents' views of the school.

49. The Bromley Children's Project is based at the school. It provides courses for parents, such as first aid, computer skills and keeping up with your children in numeracy. A crèche is provided for parents with young children to encourage them to attend. Also, a parental coffee morning is held weekly. Home visits are made to parents who have particular worries or concerns. The Project is successful in getting greater parental involvement in their child's education. An after-school care club has recently opened at the school to support those parents who are unable to collect their children at the end of the school day.
50. In the parents' questionnaire, a substantial minority of parents was dissatisfied with the extra-curricular provision. The inspection evidence shows that it is good. A significant number of parents were also not happy with the homework provided. The turbulence amongst the staff and the many supply teachers employed meant that, last year, homework was not always set as regularly as it should have been in some classes. The school has an appropriate homework policy and parents are informed of their child's homework timetable. Examination of homework diaries for pupils in Years 3 to 6 indicated that, this term, homework has been set according to the timetable. The amount and regularity of homework is similar to most schools. Parental help with homework is satisfactory overall but some parents do not support their children with their homework or in hearing them read and this has a negative effect on their progress.

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

51. The overall leadership and management by the headteacher and key staff are good. The headteacher provides very strong leadership and the commitment she shows to raising standards in all aspects of the school's work contributes strongly to the good improvement made since the previous inspection two years ago, where, in her first week in post, the school was judged to have serious weaknesses. She has led the school forward successfully, taking responsibility for many initiatives herself because there has been significant turbulence amongst the staff with nine of the thirteen teachers being appointed since the previous inspection. Four teachers were new to the school this term. Staff changes and long term illness have impeded the development of several aspects of the school's work. For example, there have been four different subject leaders for science and this lack of established leadership contributed to low standards in the subject. The departure of some teachers and their subsequent replacement by others has meant that many newly established initiatives to develop whole school policies have had to be reintroduced. Difficulty in teacher recruitment has led to the deployment of many 'supply' teachers last year, particularly in Year 6, and the disruption to the pupils' education contributed to lower standards than might be expected. The way in which the headteacher has managed this difficult situation is very good.
52. One of the reasons why the headteacher has taken on the management of so many initiatives herself is because of the lack of an established senior management team. The deputy headteacher, who was also the co-ordinator for Years 3 to 6, has been absent from school for some time due to illness, although at the time of the inspection, she had returned to school pending her retirement this term. In her absence, the headteacher has been well supported by a seconded deputy headteacher from another school, who was continuing this effective support at the time of the inspection. The co-ordinator for Years 1 to 2 provides good leadership and support for the headteacher. The co-ordinator for special educational needs is new this term and has a clear plan for improvement and ensures that the requirements of the Code of Practice are met.
53. All staff share a good commitment to raising standards. Newly appointed teachers this term have been deployed into a year group where one of the two teachers has been in post for at least a year. This sensible deployment enables new teachers to become familiar with school practice and to share planning with a more established colleague. The headteacher shows a commitment to the development of the role of the subject leaders, successfully addressing a key issue from the previous inspection, where their roles were not defined. Several subject leaders are new in post

and, under the guidance of the headteacher, are already showing an enthusiasm for their roles and a strong commitment to further improvement. For example, the new leader for science, who is the fifth in two years, is eager to collate and implement the good initiatives begun by her predecessors, such as the analysis of weaknesses in national test results at the end of Year 6, and to address inconsistencies in teacher assessment. The work that she has already begun is contributing to rising standards this year.

54. There are several reasons why the school is improving. Examples of good teaching were seen for pupils in all year groups, although there are inconsistencies between teachers, sometimes where teachers are new to the school. The consistency of the good teaching in the reception class and in both the Year 5 classes is a strong feature. The headteacher and seconded deputy headteacher monitor teaching appropriately, both formally and informally, and at this early stage in the term have already identified teachers in need of support and introduced the necessary strategies to help them. As a result, significant improvement was seen in the quality of teaching during the inspection. Another reason is the way in which the school uses its funding to raise standards. For example, this term, all pupils are taught in classes of the same age, where previously they were in mixed age classes. This means that pupils in Years 4, 5 and 6, who have experienced much disruption to their education, are now taught in smaller classes to give them more individual and small group attention. Inspection evidence shows that this is successful.
55. The school monitors and evaluates its performance satisfactorily and this is another improvement since the previous inspection. Assessment data is analysed to identify weaknesses for particular groups of pupils and by gender. The school has identified underachievement by black Afro-Caribbean boys and has put several strategies in place to address this. For example, a governor acts as mentor and role model for these pupils and their behaviour and performance is monitored. Examples were seen during the inspection where teachers took every opportunity to raise the self-esteem of these pupils. The school is committed to the promotion of racial equality. All pupils have their own targets but these are not shared regularly with all parents. The school has already identified that there is room for improvement in the use of assessment procedures to ensure that the needs of all pupils, particularly lower attainers and those with special educational needs are well met.
56. There has been improvement in the role of the governing body since the previous inspection, where they were largely ineffective. Now, the way in which it fulfils its responsibilities is satisfactory. The governors are supportive and have an appropriate understanding of their roles. They have ensured that the majority of the many issues identified by the previous inspection have been successfully addressed. For example, standards have risen, the needs of higher attaining pupils are well met, all statutory requirements are met, the weaknesses in leadership and management and the role of the governors have improved, the partnership with parents is better and there have been significant improvements in pupils' cultural development. Each governor has responsibility for a subject that is well matched to his or her own areas of interest and there is a clear policy for their visits to the school.
57. The school makes good use of funds and resources made available to it. The school improvement plan sets clear objectives and targets and responsibilities are identified. Spending decisions give priority to raising standards and in this the school is successful. Additional funds are used well to support pupils with special educational needs and for pupils who speak English as an additional language. The school manages its budget carefully to enable pupils in Years 4, 5 and 6 to be taught in smaller classes from this term in its bid to raise standards, particularly for those with special educational needs. The difficulties caused by staff recruitment and illness have meant that there has been very high spending on 'supply' staff. The spending on support staff is broadly average but means that in some classes there is insufficient extra support in group activities. The small amount of funding carried forward to next year is appropriate. The office staff manage day-to-day financial matters and other administrative procedures effectively. The governors receive good financial information to keep themselves informed about budgetary matters. All grants and funding are used effectively for their intended purpose and to benefit the progress of the pupils.

58. The school has experienced significant difficulty with its high turnover of teachers and has had some problems in filling vacant posts, despite making every effort to attract staff. The school currently employs a temporary teacher who is unqualified and four of the teachers are new this term. The professional development of the teachers is appropriately linked to the priorities of the school improvement plan and the individual needs of the teachers. The school's strategy for appraisal and performance management is satisfactory. All teachers have been appraised and their targets for improvement are monitored regularly. The high turnover of staff means that the school gives priority to ensure that new teachers have a smooth and effective introduction. The school uses management information systems appropriately to update its assessment information and to produce individual education plans for pupils with special educational needs.
59. The extent to which the principles of best value are applied is satisfactory. For example, the governing body compares standards with similar schools and they know that standards should be higher. The school challenges the way things are done and checks for economy, efficiency and effectiveness. Parents are consulted about their views of the school and pupils are consulted through the School Council. The governors explore all options before making spending decisions.
60. The accommodation is satisfactory overall. There have been some recent building additions and improvements, particularly to the administration areas and the school entrance. This has resulted in some extra space that is used effectively to accommodate the Bromley Children's Project, a crèche and an after school care club as well as providing extra space for group work. The lack of a secure, equipped play area for the reception class was identified in the previous inspection and this still has not been completed. Toilets for some of the older pupils are outside the main building and the school has recently received funding to remedy this. The large, hard surface playground is due to be developed and improved. The buildings and grounds are well maintained and generally free from litter and graffiti. Resources are satisfactory overall with strengths in information and communication technology.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards, the headteacher and the governing body should now address the following in their action plan:

- (1) Raise standards in information and communication technology by the end of Year 6 by: \*
  - using assessment procedures to establish what pupils already know and can do in order to provide well matched tasks for all pupils;
  - develop the use of information and communication technology across the curriculum;
  - ensuring all teachers have sufficient training in the use of the computer suite.(See paragraphs 4, 20, 24, 77, 86, 95, 107, 114 and 115-119 )
  
- (2) Improve the quality of teaching by \*:
  - using the existing good practice to raise the quality of all teaching to that of the very best;
  - improving strategies for class management;
  - ensuring that good pace is maintained through all lessons;
  - improving teachers' understanding of the purpose of guided reading sessions;(See paragraphs 12-22, 43, 78, 84-85 and 87 )
  
- (3) Improve the use of assessment to guide teachers' planning by \*:
  - ensuring that teachers use their assessments to provide appropriate starting points for all pupils, particularly lower attaining pupils;
  - implementing the marking policy consistently through the school;
  - explaining what pupils are expected to learn at the beginning of lessons and using plenary sessions effectively to check their understanding;
  - ensuring that pupils' individual reading books are well matched to their needs.(See paragraphs 7, 14, 19, 26, 43-45, 55, 73-74, 79-81, 85, 87-88, 92, 94, 118 and 130)
  
- (4) Improve the provision in lessons for pupils with special educational needs by: \*
  - using assessment information and the targets on individual education plans to ensure that work is at the appropriate level of difficulty;
  - involving parents and pupils in setting targets and reviewing progress(See paragraphs 7, 8, 14, 21, 26, 30, 44, 47 and 81 )

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- Develop a secure play area for children in the reception class.\*(See paragraphs 60 and 69 )
- Provide the necessary training in Child Protection matters. (See paragraph 37 )
- Ensure that all registers are correctly marked. (See paragraph 38 )

\* The school has already identified these areas as in need of improvement.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	25	35	4	0	0
Percentage	1	15	33	46	5	0	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	323
Number of full-time pupils known to be eligible for free school meals	75
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	47
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	3
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	39

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.9
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	26	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	25	30
	Girls	24	23	25
	Total	52	48	55
Percentage of pupils at NC level 2 or above	School	88 (78)	81 (76)	93 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	30	30
	Girls	25	25	26
	Total	52	55	56
Percentage of pupils at NC level 2 or above	School	88 (73)	93 (84)	95 (57)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	27	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	10	14
	Girls	22	20	20
	Total	37	30	34
Percentage of pupils at NC level 4 or above	School	82 (81)	67 (74)	76 (77)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	20	20	20
	Total	31	33	33
Percentage of pupils at NC level 4 or above	School	69 (70)	73 (74)	73 (79)
	National	72 (70)	74 (72)	82 (79)

*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	225	0	0
White – Irish	1	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	19	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	14	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	14	0	1
Black or Black British – African	10	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	26	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)	14.8
Number of pupils per qualified teacher	25.3
Average class size	27.3

**Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	131

*FTE means full-time equivalent.*

**Financial information**

Financial year	01-02
	£
Total income	785436
Total expenditure	761371
Expenditure per pupil	2144
Balance brought forward from previous year	44799
Balance carried forward to next year	20734

**Recruitment of teachers**

Number of teachers who left the school during the last two years	10.4
Number of teachers appointed to the school during the last two years	13.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
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	323
Number of questionnaires returned	134

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	3	1	0
My child is making good progress in school.	46	41	10	3	0
Behaviour in the school is good.	30	53	10	4	4
My child gets the right amount of work to do at home.	26	50	17	6	2
The teaching is good.	42	48	2	4	4
I am kept well informed about how my child is getting on.	31	37	25	7	0
I would feel comfortable about approaching the school with questions or a problem.	42	46	4	7	1
The school expects my child to work hard and achieve his or her best.	39	55	3	2	1
The school works closely with parents.	25	47	21	8	0
The school is well led and managed.	26	54	6	7	7
The school is helping my child become mature and responsible.	35	53	5	2	4
The school provides an interesting range of activities outside lessons.	10	39	27	17	7

### Other issues raised by parents

Some parents expressed concern at inconsistencies between teachers and over the large staff turnover.

**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**

61. Children who have their fifth birthday between September and the end of February start school in September. Those who have their fifth birthday between March and the end of August start school in January. They are accommodated in two classes according to their age. They start school on a part-time basis, which gradually extends to the inclusion of lunch time and then to full time attendance. At the time of the inspection, the September intake of children were in their third week at school and in their first week of full-time education. Evidence from baseline assessments of pupils who have just entered Year 1 and inspection evidence shows that attainments on entry are broadly average. Children receive a positive start to school and they make sound progress, firmly developing and consolidating their skills. Their achievement is satisfactory in all the areas of learning. By the end of the reception year, most of the children last year attained the early learning goals in all the areas of learning, although higher attaining children exceeded them. This is a similar picture to the findings of the previous inspection.
62. The quality of teaching and learning is good overall in all the areas of learning. It is a strength of the school. This has also been maintained since the previous inspection. The teacher is new to the school during the past year and four out of six lessons were judged to be good, with the others being satisfactory. This good teaching is preparing children well in their early days at school and more children may exceed the early learning goals this year in response to the good quality of the teaching. All children, including those who speak English as an additional language, lower attainers and those of higher attainment are challenged well by a broad range of activities. At this early stage of the term, the teacher has already established what the children already know and sets them activities that are well matched to their needs. No children are as yet included on the register of special educational needs. A particular strength is the way in which the teacher and classroom assistant work in partnership to ensure all children have as much individual and small group attention as possible. As a result, children are well settled in their first weeks at school.

**Personal, social and emotional development**

63. The children enjoy coming because they are offered interesting activities. The ethos of the school and the environment provided ensure that the children learn quickly what is acceptable behaviour. They are becoming secure in routines and take responsibility for fetching clean water when painting and collecting their own aprons from the pegs. They walk sensibly down the long corridor when going to the hall for physical education and assembly or to the computer suite and place their clothes neatly when they change for physical education. Most children work and play independently when the teacher and classroom assistant are working with other children.
64. Adults encourage children to develop their social skills in a variety of ways. For example, they are encouraged to take turns when being the shopkeeper in the class shop and when using the computer. They show a developing sense of independence when changing for physical education. Most children follow the routine of visiting the toilet, washing their hands and then fetching their drink in the correct sequence. Children who speak English as an additional language and lower attainers are well integrated and other children show sensitivity to their needs.

**Communication, language and literacy**

65. Children develop their speaking and listening skills well through role-play in the shop and home corner and through regular opportunities to tell their news. They learn to listen and respond at the right time when joining in the story of 'Anna's amazing multi-coloured glasses.' Listening is encouraged in physical education lessons, where children are expected to follow instructions closely. During the inspection, the teacher took special care to ensure that a child for whom English is not his first language understood what he was being asked to do when she called 'Be still!' As a result, he was able to take a full part in the lesson. Children have good opportunities to

develop their writing skills. For example, they use a range of tools to make marks in the writing area and write shopping lists for the shop. Some children can write their name and others try to copy it. Children are encouraged to develop good hand control through tracing activities and are taught to use capital letters and full stops from their earliest attempts at writing. For example, during the inspection, children followed the teacher's model to write 'I am red.' on the board, using a capital letter, full stop and spaces between words. Correct letter formation was encouraged, with the teacher encouraging children to write letters in the air as she gave instructions such as, for capital I, 'All the way down, top and bottom'. Higher attaining children tried to write their own simple sentence, encouraged by the talented classroom assistant who commented 'I wonder who has remembered full stops?' as she moved between groups. The classroom assistant also supported some children for whom English is not their first language to ensure that they understood. In this lesson, children made good gains in learning to write and spell.

66. Good emphasis is placed on the development of reading skills. Most lessons based on the development of language and literacy skills include the reinforcement of initial sounds and the reading of simple words. For example, children chant 'h, h, h, horse!' and 'a, a, a, apple!' when their teacher holds up the appropriate letter on a card. Children are encouraged to look at books and to share them with adults. They happily join in with stories read by their teacher and point to words and learn to turn pages appropriately when reading in groups with adults. Higher attaining children read simple words, using the pictures to help them. Lower attaining children know how to hold a book and use the pictures to help them tell the story.

### **Mathematical development**

67. Adults take every opportunity to develop these skills. For example, children learn to use mathematical language such as 'over' and 'under', 'above' and 'below' when they describe the route taken by a teddy on a simple map that includes bridges. They develop early counting skills by listening as the teacher drops bricks into a container and counting the sounds they hear. They match colours and numbers through a range of games and develop their skills further by singing a range of number rhymes such as 'Five little speckled frogs'. Most children can identify circles, triangles and rectangles and use the shapes to make pictures. Higher attainers learn the difference between cylinders and cuboids through reinforcement by adults, saying 'Which shape have you got?' Most children can make a repeating pattern with beads although lower attaining children find this difficult. They are introduced to early money skills through their play in the shop. The way in which adults question and reinforce learning makes a positive contribution to the development of these skills.

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

68. Children learn to identify the texture of different materials through handling a wide range of materials on display. They know that feathers are soft and that a coconut shell is rough. They match animals to their homes. They experiment with sand and water and know which items sink and which will float. They know that they must switch the tape recorder on in order to listen to a taped story. They use the computer in the classroom to make patterns. In the lesson seen during the inspection, in the computer suite, the children learned to change colour and developed their control of the 'mouse', showing delight in the faces they produced. Opportunities such as these give children a good foundation on which to develop their information and communication technology skills as they move through the school.

### **Physical development**

69. As was identified in the previous inspection, there is no secure play area equipped with wheeled toys and climbing apparatus for these children to develop their skills. Although an area has been designated for this purpose, there has been insufficient funding to provide the necessary resources. This has been identified as a priority on the school development plan. Children use the playground and hall to develop their skills. In the lesson seen during the inspection, the children showed a developing awareness of space and reasonable co-ordination when 'dribbling' a beanbag.

The teacher's insistence that they should keep looking at the beanbag meant that most children improved their performance through the lesson. All children handle scissors, small toys and play dough regularly to develop their manipulative skills. For example, they cut shapes from paper and stick them down to make pictures, place small pegs in pegboard to make patterns and play with train sets and small world figures.

### **Creative development**

70. Creative development is encouraged from an early age. During the inspection, the teacher encouraged children to guess which colours would be made by mixing primary colours. Her demonstration delighted them as some were amazed by the results. Children then experimented with mixing paint and used the resulting colours to paint pictures. They quickly learned the need to have a clean brush for each colour and why it is necessary to change the water regularly. They show developing brush control in their self-portraits, some including recognisable features. Pictures on a water theme show the use of different materials. There are regular opportunities to develop musical skills, through singing a wide range of songs and using musical instruments.

### **ENGLISH**

71. Inspection evidence shows that standards are broadly average by the end of Year 2 and Year 6. Pupils are achieving satisfactorily. The current Year 6 are in smaller classes than they were last year in Year 5 and they are shortly due to be placed in 'sets' of pupils with similar levels of attainment. The smaller classes are already providing a benefit through improved performance. At the end of Years 2 and 6 standards in speaking and listening are average; reading and writing are broadly average. This is an improvement on the previous inspection findings. A number of factors are contributing to this improvement. There has been an improvement in the quality of teaching and teachers are now following fully the framework strategy for literacy. Teaching is being monitored. The work being set is encouraging the higher attainers to perform to the full extent of their capabilities. An Additional Literacy Strategy for pupils in Year 3 and an early intervention strategy for pupils in Year 1 have been introduced effectively.
72. The school places good emphasis on the development of speaking and listening skills. In the younger classes, pupils listen attentively to instructions and stories. Teachers provide opportunities for pupils to develop these skills. For example, in a Year 2 class a lively discussion took place when the teacher questioned the pupils on the importance of story structure. Most pupils talk confidently about the books they are reading and explain their work clearly. Throughout the school, pupils develop formal vocabulary well because of the emphasis on speaking meaningfully about their work. For example, in a Year 6 class pupils eagerly discussed the difference between suffixes and prefixes. Some of the best quality speaking occurs when pupils of all ages work with a partner. Pupils have good opportunities to develop their skills by taking part in the school productions and the School Council.
73. Standards in reading by the end of Year 2 are broadly average and all pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress in their learning. Most pupils are able to use a reasonable range of strategies to read unfamiliar words. Most read simple texts with confidence and fluency. They work out words they do not know by using letter sounds, by reading ahead and by using pictures. The pupils recognise and use punctuation to help read with meaning and expression. The subject leader has improved the book supply by removing outdated books, introducing books with a better quality of content and colour coding the books into levels of difficulty. The colour coding helps the children to choose books independently. The changes to the book supply have improved reading but in one Year 2 class the level of books for average and lower attaining pupils was too difficult. Parents do hear pupils read but some parents are in need of more guidance. The school plans to have a reading workshop for parents.
74. By the end of Year 6, pupils attain average standards in reading. Year 6 pupils demonstrated their abilities by reading fluently with good expression. They could recall the plot, predict events and



discuss characterisation. They were able to compare styles of writing and authors. Pupils' skills in using dictionaries and thesauruses vary from class to class. The books being read in Year 4 and the books for lower attainers in Year 5 were too difficult. In one Year 3 class the teacher was not allocating books according to individual needs. Library skills throughout the school are underdeveloped. This may reflect the fact that the library has only recently been opened and is small, which limits the number of pupils that are able to use it at any one time.

75. Opportunities for extended and imaginative writing are good in literacy lessons and across the curriculum. For example, pupils write recipes and use their research skills to find out about seats in design and technology. In geography, they produce extended accounts of their visit to the Isle of Wight. In history, they write about the causes of rationing. The higher attaining Year 2 pupils write at length, with accurate punctuation and show an awareness of the reader in their vocabulary. Pupils understand that when writing stories they need a beginning, middle and an end and that the story has to be interesting with descriptive vocabulary. For example, Year 2 higher attaining and average pupils are able to rewrite a story such as 'Can't you sleep little bear'. Lower attainers complete the same activity with good support from a classroom assistant. Both higher and average attainers successfully write the story independently using a good range of vocabulary and showing understanding of full stops and capital letters. Spellings are attempted and a number of key words are distinguishable. Handwriting and presentation of work is satisfactory.
76. By the end of Year 6, pupils understand the different formats used in writing and the higher attainers are able to write at length. They are confident, using vocabulary that will capture and hold the attention of the reader. For example, Year 6 pupils effectively planned a character web portrait to use in their playwriting of 'Catch that road-runner'. This preparatory work enabled the higher attainers and average attaining pupils to write a scene that used a wide variety of words and had appeal for the audience. All Year 5 pupils successfully include an element of their own experience in their story writing. The quality of their final stories is good, with the higher attaining pupils using a thesaurus well. The lower attainers were well supported in this activity. Some pupils in Year 4 demonstrated a clear understanding of the main features of a newspaper. Very good teaching in this lesson enabled these pupils to make very good progress in their learning. In Year 3, pupils successfully used expressive vocabulary when writing a short description in the style of Jack and the Beanstalk. There was good support in this lesson for the lower attainers. Overall, the presentation of pupils' work is satisfactory and, by the end of Year 6, most can write using a neat, joined style of writing.
77. The use of information and communication technology is currently underdeveloped in English. Throughout the school, however, teachers show an increasing awareness of how to include literacy development in other subjects. This is making a positive contribution to the pupils' learning.
78. Overall, the quality of teaching is satisfactory. Of the lessons seen, most were satisfactory, some were good, some were very good and one was unsatisfactory. The quality of teaching has improved since the last inspection where it was judged to be unsatisfactory. Most teachers are confident with the subject and with the content of the National Literacy Strategy, which is effectively implemented overall. Some teachers require further guidance on the guided reading sessions that form part of each literacy hour. The subject leader is aware of this and has made it one of her priorities. Very good teaching is characterised by an enthusiastic style that motivates and challenges pupils of all attainment. For example, in a Year 3 class, pupils were challenged to use their feelings and imagination when writing about what they found at the top of a beanstalk. The brainstorming session involving all of the pupils and the skilled questioning by the teacher enabled all pupils to make good progress. The pace of work and use of small tasks to break up the time when pupils were sitting still were good features of this lesson.
79. In less successful lessons, the independent task, although challenging for the higher attainers and average attaining pupils was not well matched to lower attainers ability or not well explained. Pupils lacked a sense of urgency, sometimes because expectations were not made clear enough and sometimes because they were unsure about what to do. For example, lower attaining pupils in Year 2 class, with a newly qualified teacher in her first weeks of teaching, were unable to complete a writing task because they were unclear which story to write about and lacked writing aids. Most

teachers use questioning well to promote discussions and to assess understanding. Behaviour management is generally effective and a good range of teaching methods is used. These factors support learning well and as a result most pupils respond well in lessons.

80. Assessment procedures are satisfactory. Regular assessments are used appropriately to set individual targets with the pupils and parents. These targets are not consistently referred to in lessons, in order to ensure individual progress and teachers do not always use assessment information in lesson planning. Marking is not consistent throughout the school; some teachers are using marking to show pupils how they can improve but others are not doing so. There is now a subject leader in place and she is monitoring teaching and learning, which is helping to raise standards throughout the school. She provides good leadership and has a clear view for the further development of the subject. Resources are adequate.

## **MATHEMATICS**

81. By the end of Year 2 and Year 6, pupils' standards in mathematics are average. They have been satisfactorily maintained since the previous inspection, due in part to the continuing use and implementation of the National Numeracy Strategy. Pupils' achievement, including those with special educational needs and English as an additional language, is satisfactory overall from their average starting point on entry to school. From their past work, however, achievement has been variable, and is linked to the quality of teaching and learning. Where achievement has been less than satisfactory there have often been changes in teaching staff within the year, and assessment records have not been taken sufficiently into account to provide starting points for pupils' future learning. In Year 6, where standards have been below the national average, last year effective use was made of booster funding to raise overall standards, by creating 'sets' of pupils of similar levels of attainment within the year group and matching work more closely to pupils' abilities. The needs of higher attaining pupils were a concern at the last inspection. These are now being met satisfactorily through planned activities in lessons to meet their particular learning needs. However, lessons do not always take sufficient account of lower attaining pupils, including those with special educational needs, particularly when introductions are too long and focused on higher attaining pupils.
82. In Year 2, pupils understand the operations of addition and subtraction and recall addition and subtraction facts to ten. Some pupils have a sound understanding of place value to 100 and are confident in their use of a hundred square. Pupils recognise two-dimensional shapes and their basic properties, and can name some three-dimensional shapes. They know the vocabulary of comparison in measurement and start to use standard measures. They display information using bar charts and start to interpret the results. Mathematical vocabulary is introduced in lessons, but there are not sufficient opportunities for pupils to use this in discussion of their work in order to develop greater confidence in their understanding and using of mathematics.
83. Pupils in Year 6 use their understanding of place value to multiply and divide whole numbers by 10, 100 and 1000. Higher attaining pupils apply this to decimals, working confidently to three places of decimals. Lower attaining pupils are not sufficiently confident in their use and ordering of numbers up to 100. Most understand fractions of shapes and numbers, with higher attaining pupils reducing fractions to their lowest terms by identifying common factors. Most can find the area and perimeter of simple shapes; higher attaining pupils measure and draw angles accurately, and know the angle sum of a triangle. They draw block and line graphs to display and compare information. There are good opportunities to use mathematics in problem solving, challenging pupils to think logically and apply their numeracy skills in seeking solutions.
84. Teaching and learning in mathematics are satisfactory overall. There are examples of very good teaching through the school. One unsatisfactory lesson was seen. Teaching is stronger in Year 5. In the very good lessons there was clear planning, with activities to meet the full range of learning needs within the class. The quick mental sessions at the start got pupils thinking, and were also well linked to the main activities. These activities were well introduced. In the Year 5 lesson where a division strategy was being taught, the teacher carefully checked pupils' understanding, so that the strategy was not just a mechanical process. Within these lessons careful, probing questioning

and adult support enabled all pupils, including those with special educational needs, to make good progress in their knowledge and understanding of number. A good pace was maintained, keeping pupils' interest and concentration throughout. The classes were managed well; teachers had already established good relationships with their classes, based on a strong use of praise and encouragement to boost pupils' confidence and self-esteem, so encouraging very positive attitudes to learning.

85. In some other lessons management was not as strong, and at times this had a negative impact on learning. For example, in a Year 4 lesson on addition strategies, constant reminders to pupils about behaviour interrupted their learning and slowed the pace of the lesson. Introductions to lessons are sometimes too long, and do not sufficiently involve all pupils, again slowing the pace of lessons. In a Year 6 lesson on equivalent fractions, the introduction clearly challenged higher attaining pupils in finding common factors to simplify fractions, but left lower attaining pupils somewhat passive. They later worked on equivalent fractions using halves and quarters. In better lessons, learning objectives are shared with pupils so that they know the purpose of the lesson. However, these are not sufficiently referred to in the conclusion to lessons, where teachers tend to tell pupils how well they have done rather than getting them to evaluate their own learning. Teachers mark work consistently, but do not always record comments that refer to learning objectives or inform pupils how well they have done and what they need to do to improve.
86. The use of numeracy in other subject areas is satisfactory. However, there is some room for improvement in the way in which the subject is used in other areas of the curriculum. Although the school is building up its numeracy software, it is clear from pupils' past work and lessons observed, that insufficient use is made of information and communication technology to support learning in mathematics.
87. There is a new and enthusiastic subject leader for mathematics. She has attended professional courses to develop her role, and audited resources. These resources have been added to and made more accessible to classes. Basic equipment is kept in each classroom; resources overall are satisfactory. Pupils are set numeracy targets, recorded in their end of year reports, but they are not sufficiently aware of them or of how they are to meet them. The results of national and other end of year testing are used to predict levels that pupils are expected to reach. However, insufficient account is taken of these when planning work; teachers, whilst following the National Numeracy Strategy, are not all sufficiently aware of the National Curriculum attainment targets related to each level, so that work can be planned appropriately, to enable pupils to develop their skills systematically. The school recognises the need to analyse the results of national testing so that areas of strength and weakness can be identified, and inform future planning for the subject. Although there has been some monitoring of teaching, with teachers receiving feedback, the variability of teaching seen during the inspection indicates that good practice has not been sufficiently identified and shared, with a view to improving the overall quality of teaching and learning. The school has recognised the need to monitor the subject more fully.

## SCIENCE

88. Inspection evidence shows that standards are average at the end of both Year 2 and Year 6. Achievement is satisfactory. This is an improvement since the last inspection, where standards were below average. However, standards have been well below average by the end of Year 6 in the last two years. Factors that contribute to this are the many changes of teacher, especially for the older pupils, and the changes of subject leader. Work in books shows a variation in opportunities provided at different times and to different classes, especially in the quality of marking and feedback given. However, pupils now benefit from good teaching overall with some very good teaching. The results of the tests in science do not give the full recognition to the knowledge, understanding and skills of these pupils, who are just as competent and scientifically aware as their counterparts in other schools.
89. By the end of Year 2, pupils sort food into categories such as meat, cereal and vegetables, and know that foods provide the body with energy and the importance of a healthy diet. Their work

shows that most know what food and conditions humans and other animals need in order to grow and be healthy. In Year 1, pupils demonstrate a growing knowledge and ability to talk about similarities and differences between young and mature animals. Pupils show that they know the importance of careful observations and recording and they label their diagrams accurately and convey meaning through simple, but correct scientific vocabulary.

90. By the end of Year 6, pupils use correct scientific terminology in their description of experiments and investigations they have carried out. They analyse books and web sites they have investigated and describe similarities and differences in habitat and behaviour; for example, between a shrew and a mole. They record their dissection of a daffodil and almost all can name the major organs of flowers and the part each plays in seed production. They describe changes of state and know that evaporation and condensation are complementary processes. Pupils understand the importance of repeated measurements and the need to record their results systematically. They note down what they have found in tabular form and can draw realistic conclusions. Pupils with special educational needs receive good support. Pupils increasingly realise the need to co-operate and test out ideas on one another and this is particularly effective in integrating those who speak English as an additional language.
91. The quality of teaching and learning is good overall and this is an improvement since the previous inspection. Teachers largely use questioning well to consolidate previous learning and to relate ideas to the pupils' everyday experiences. For example, in a good lesson for pupils in Year 6 - on the condensation of water - the teacher developed the idea of predicting where pupils were likely to find water condensing and thus consolidated learning well. Through skilful questioning, it slowly dawned on pupils that rain droplets within clouds could only form by condensation on particles in the air. Teachers' subject knowledge is good and lessons are interesting and are effectively planned to maintain pupils' interest. In one particularly good lesson for pupils in Year 3, the teacher held the pupils' attention particularly well as she challenged them to consider the abilities and needs of people at different stages in their lives and introduced them to new vocabulary such as 'adulthood' and 'adolescent'. Good classroom discussion suitably challenges pupils and encourages them to think for themselves. For example, in another Year 6 lesson, pupils were encouraged to debate the rate at which the temperature of a beaker full of hot water would fall and through experiment and analysis of results, reasoned that the water temperature would not fall below that of the surrounding air. In general pupils are well managed and time and resources are used satisfactorily.
92. What makes the difference between the lessons that were judged to be good or very good and the few that were satisfactory, is the match of tasks to pupils of different levels of attainment, moderate pace and an over-reliance on the teacher, who took pupils through every phase, step by careful step. In these lessons, pupils were given insufficient opportunities to find out for themselves and make mistakes. As a result, opportunities to improve their investigations, their predictions and their understanding of the world were more limited. Occasionally, as in both Year 6 classes, a few pupils lack self-discipline and this adversely affects other pupils' learning. These pupils occupy a disproportionate amount of their teacher's time and attention. Overall however, pupils are well-motivated, co-operative and enthusiastic learners.
93. The curriculum is suitably balanced and a cycle of topics covers the aspects that need to be taught. It is enriched by good cross-curricular links in classes for the younger pupils and this makes the work meaningful for them. There are some opportunities for revision, some through homework given in Years 3-6, but these are insufficient and when pupils are approaching the Year 6 tests they have not systematically been reminded of the key facts from aspects of science studied in previous years. This has had a negative effect on the standards attained. Pupils also do not yet have the opportunity to test out their knowledge using previous test papers so that they can improve their answers and thereby ensure that the subsequent test results properly credit them with what they know, can do and understand.
94. Teachers' planning across the age ranges is sound and all pupils have satisfactory equality of opportunity. Assessment in Year 1 and Year 2 is well used to track pupils' progress but in the

classes for older pupils it is underdeveloped. In neither case is it used to modify the curriculum so that pupils who lack specific skills or knowledge are targeted and their precise needs addressed.

95. The use of information and communication technology is underdeveloped, particularly to record and present results of surveys and investigations. There are a number of appropriate programs to support the subject but these are underused. However, one lesson was observed during the inspection that was designed for pupils to use their information and communication technology skills to record items for a healthy diet.
96. For a number of valid reasons there have been five leaders in this subject over the past two years. Various surveys, analyses and a short review of teaching have taken place and suitable action plans constructed. The lack of continuity in leadership, however, means that such initiatives and planned improvements in the subject have not been systematically implemented. The school has now appointed an enthusiastic teacher with good teaching skills as subject leader and she has benefited from the inheritance of a comprehensive file detailing the monitoring undertaken so far and lists of action points arising from those activities. The new subject leader is committed to using this information and she is now putting into action the suggestions, which are likely to have the greatest benefits for pupils.

## **ART AND DESIGN**

97. Judgements are based on the six lessons seen during the inspection, scrutiny of planning, work on display, sketch books, photographic evidence and discussion with the subject leader. This indicates that standards are average by the end of Year 2 and Year 6. Pupils are achieving satisfactorily. The school has maintained standards seen at the previous inspection. The range of imaginative and colourful artwork displayed around the school celebrates the pupils' achievements.
98. Pupils' skills, techniques and understanding of the visual elements of colour, texture, pattern line and tone have been systematically developed as they move through the school. In Years 1 to 2, pupils experience a range of activities and media enabling them to explore, pattern, colour and shape. They are introduced to paint, brush and crayon and learn to control these satisfactorily. In Year 1, pupils start to make observational drawings by drawing their faces. They confidently choose correct colours to emphasise their eyes and hair and their various skin tones including their freckles. Drawing pictures to complete a story extends Year 2 pupils' drawing skills. They know what type of pencil to use and demonstrate the effect of shading, thick and thin lines to enhance their pictures. They competently use an information and communication technology drawing program to make a line and colour picture. By the end of Year 6, pupils have gained knowledge of the work of a wide range of artists from old masters to modern day artists. For example, they experience painting in the style of Van Gogh, Seurat, Klee and Picasso and build up a sound knowledge of the painters and how they worked. Year 6 pupils' drawing skills were further developed in their drawings of 'People in action'. The pupils considered the various movements of footballers, dancers and other characters to produce interesting pictures of people in action. Throughout the school, there are good examples of cross-curricular and multi-cultural links. This represents an improvement since the last inspection.
99. There was insufficient evidence to make a judgement on the quality of teaching overall. In two of the lessons observed it was good. All lessons were well planned and resources well organised. However, in the Year 2 classes, the pictures used to illustrate the middle of the story were not well chosen because they were not large enough and did not contain enough clues for the pupils to build on. In the Year 6 lessons, the task set was challenging and pupils were able to produce effective drawings of movement because they were first shown how to make models with moveable limbs as subjects for their drawings. Year 5 pupils were challenged to design a chair for the Hobbit. Pupils sensibly discussed the types of material they could use and the good relationships with their teacher and the pace of the lesson contributed to their learning. Sketchbooks are under-utilised by teachers and the subject leader is aware of this.

100. The scheme of work has recently been reviewed to ensure progress for all pupils. Assessment procedures are informal but effective. The subject leader monitors teachers' medium term plans and all staff are shortly to attend a training day at the Tate Gallery. Resources are adequate and well organised. Displays around the school illustrate the multi-cultural community within the school.

## **DESIGN AND TECHNOLOGY**

101. It was only possible to see one Year 5 design and technology lesson. Judgements are based on scrutiny of pupils' work, teachers' planning, portfolio of past work and good quality displays. Pupils are achieving at least satisfactorily. This is an improvement since the last inspection when standards were below nationally expected levels. It was not possible to make a judgement on the quality of teaching and learning. In the one lesson observed, the teaching was satisfactory. Standards are broadly average by the end of Year 2 and Year 6. In the one lesson observed, the quality of teaching was satisfactory. Pupils enjoy a design and technology club where they design and make a good range of objects such as greetings cards with moving parts.
102. Pupils in Year 1 involve their parents in designing and making homes from cardboard. They write about how they made them and say what they would do differently another time, for example 'Change the windows' By the end of Year 2, they make vehicles with moving parts, showing clear plans and writing about the process.
103. In Year 4, pupils had fun exploring different breads, drawing up charts to compare them against set criteria. They make bread, writing the recipe and step by step instructions for the process. In Year 5, a wall display compiled by pupils shows good research into different seats, exploring comfort, function and materials. They design their own seats and discuss and evaluate the designs, deciding for instance which designs are too complicated, learning that simple designs are often good. By Year 6, pupils make links with history topics in looking at air raid shelters and shelter designs, from umbrellas to Anderson shelters.
104. In the limited time for design and technology it is clear that teachers and pupils share an enthusiasm for the subject, because the designs and objects made are so individual. In the one lesson seen, pupils' discussions about designs included valuable constructive criticism. Design and technology makes a good contribution to pupils' personal and social development. Use of information and communication technology is confined to research on the Internet.

## **GEOGRAPHY**

105. Standards are broadly average by the end of Year 2 and Year 6 and pupils are achieving satisfactorily. This is an improvement on the finding of the previous inspection. Pupils make satisfactory progress in Years 1 and 2, and steady progress thereafter is ensured through teachers ensuring a good balance between geographical enquiry and the teaching of facts and skills. There is some evidence of work at the higher levels and pupils with special educational needs are given additional help where possible so that they make similar progress to that of other pupils.
106. By the end of Year 2, pupils successfully interpret maps and aerial photographs in order to show where they live in relation to the school and Anerley in relation to Britain. Their interest in places is stimulated by the travels of 'Stewart the Dog' who sends pictures and postcards from all over the world where pupils and teachers go for holidays. Several pupils, just three weeks into Year 2, knew that Mount Everest was well known for being the highest mountain in the world. They use a number of geographical terms in their descriptions such as 'buildings'; 'hills' and 'fields' when comparing towns to the countryside and understand that people adapt their way of life to their surroundings. Pupils with limited writing skills are guided by worksheets, but higher attaining pupils express themselves in longer pieces of writing, frequently with key words supplied by the teacher in word banks and dictionaries.

107. By the end of Year 6, pupils understand some of the features of climate and the effects of weather patterns and geographical features on human activity. Higher attaining pupils can make clear the differences between human and physical effects on the world. In the unit 'In the News' pupils show that they know the features of some European countries and have studied aspects of other continents, contrasting them with their own experiences. Year 6 pupils produce satisfactory diagrams of the cause of landslides, aided by their first hand experience during a school visit to the Isle of Wight. With correct use of technical terms, some pupils produce good extended factual writing. They have sound skills in drawing and interpreting maps of different kinds and in different scales. Pupils' work shows limited evidence of the use of numeracy or information and communication technology to find or record information. This was also a feature of the last inspection. One exception to this was where a pupil used the Internet to search for details of hovercraft services during an investigation on ways to cross to France.
108. There was insufficient evidence to make a judgement on teaching overall. However, teaching was good in both the lessons observed. Pupils in Year 2 were told clearly at the start what they were learning and the activities built on their previous learning. Questioning was well focused to prompt recall of similarities and differences between town and country, producing a good list of its key features that pupils were then helped to classify as man-made or natural. Pupils of different levels of attainment were given different clues to label a diagram, which reinforced the learning from the class discussion. Work was very challenging for the higher attaining pupils. Pupils who speak English as an additional language, as well as those with special educational needs, made sound progress though the intervention of a well-briefed classroom volunteer student. The lesson observed for Year 6 pupils involved forceful and challenging questioning by the teacher, which allowed pupils of all levels of attainment to contribute to a class discussion on the advantages and disadvantages of various methods of travel. The teacher was sufficiently flexible to adopt suggestions by the pupils on methods of presenting their findings. The teacher consequently strengthened pupils' ability to evaluate both the subject matter and the quality of their own work. The culmination of work in Year 6 is a self-directed project, well supported by teachers, with which pupils engage enthusiastically and produce sound work, demonstrating investigative skills and an ability to present their findings in an interesting manner.
109. Management of the subject is satisfactory. Many aspects of the subject have improved since the previous inspection. A good scheme of work has been in place for a year, adapted in line with national recommendations and further modified to ensure coverage now that pupils are taught in single age classes rather than those of mixed age. However, more detail is needed on the work that pupils of different levels of attainment are expected to produce to aid consistency. The subject leader has plans for the creation of banks of pupils' work but this subject will not be a priority until 2003/2004. The priority for improvement is currently the re-organisation of resources and the building up of topic boxes. As yet, the monitoring of teaching and pupils' outcomes have not yet been sufficiently developed. Assessment is informal. Effective use is made of visits into the local community and further afield to give pupils practical experience. There are plenty of programs for pupils to present the findings of their investigations using information and communication technology and satisfactory use of the Internet.

## **HISTORY**

110. Standards are broadly average by the end of Year 2 and achievement is satisfactory. Judgements are based on discussion with pupils, scrutiny of the limited amount of work available from last year and planning documents. The work available showed that, in lessons, pupils recorded key historical facts individually and as a group and were developing an understanding of events and chronology. By the end of Year 6, standards are average and achievement is satisfactory. This is an improvement since the previous inspection where standards were below average. Most pupils show that they can relate the facts about wartime rationing, write about its causes, assess its implications for the population, and empathise with their plight. They follow up themes in a well-chosen TV series 'How we used to live' and show an understanding of the beginning of the National Health Service, and differences between making a journey in the 1940's and the way they travel now. Pupils throughout the school studied different decades within the Queen's reign and

presented key events in a series of impressive displays in the hall to celebrate the recent jubilee. In this way all pupils were able to share in the findings of the different classes.

111. Through well-chosen practical activities pupils are encouraged to think carefully about the different periods in history they study. In Year 4, pupils were intrigued by a portrait of Henry VIII and made thoughtful observations about his clothing and what they thought items shown around him might be. In Year 5, pupils studying the Romans were able to follow up on a video and discuss why the Romans came to Britain and the effect this had on the Celts. These pupils successfully gained further insight into that period by asking pertinent questions. Learning is extended by homework in this subject for these classes.
112. There is insufficient evidence to make a judgement about the quality of teaching overall. However, in the three lessons seen for pupils in Year 4 and Year 5, the quality of teaching was at least sound, although in two lessons some pupils were not kept sufficiently in check during the group work element of the lesson and displayed unhelpful behaviour. Teachers planned their lessons well and showed confident subject knowledge and lead thoughtful discussions. They encouraged pupils to share their own thoughts and ideas and draw upon their knowledge to speculate about events. However, there were no opportunities for pupils to gain a sense of the past through handling real objects.
113. Work in pupils' books shows that many teachers use history lessons and end of year projects to develop literacy skills. Examples for Year 6 pupils contain some good examples of extended factual accounts. However, a minority of project work consists of uncritical copying from library books and so few literacy skills are learned by these pupils. Pupils' work also shows a large variation in the quality of marking between different teachers, sometimes in parallel classes. This was exacerbated last year by many changes of staff but emphasises the need for implementation and monitoring of the marking policy to ensure equality of opportunity.
114. The school has modified its scheme of work in the light of the national recommendations and this has helped to establish a coherent curriculum, with clearly defined topics for each year group to study. This has been amended this year to take account of the change from mixed age to single age classes. There has been no staff development or monitoring to help teachers to broaden their skills. No formal assessment is in place to measure the progress pupils have made in the subject. These all remain areas for further development as they were at the time of the previous inspection. The school is adequately resourced with software for the exploration of history topics and for pupils to present their work but information and communication technology is not sufficiently incorporated into the work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

115. Standards by the end of Year 2 are average and achievement is satisfactory. By the end of Year 6, standards are below average and achievement is unsatisfactory, due to unsatisfactory provision in earlier years. There has been satisfactory improvement since the previous inspection where standards were below average by Year 2 and well below average by Year 6. Although resources are now good, the school has yet to benefit more fully from their use. Given the new facilities and the training of most staff, standards are set to improve further. All pupils, including those with special educational needs and English as an additional language, made satisfactory progress.
116. In Years 1 to 2 pupils develop satisfactory 'mouse' control. They select and drag text, matching it to pictures, and enter their own text. They start to edit their own work and to add colour for effect. When using paint programs, they select the different options to create patterns and pictures, and print out their own work. They program a floor turtle to move and turn.
117. Pupils in Year 3 develop word processing skills further, changing font and font size for effect, and editing for correct punctuation; for example, by using the shift key to capitalise and add speech marks. In Years 4 and 5, pupils combine images and text to create posters, adding headings and sub-headings, and varying the size, style and colour of font for effect. They amend a given text so



that it reads logically; they create and manipulate shapes on a screen to make patterns. Pupils in Year 6 work on multi-media presentations, for example preparing books for younger pupils. Their planning shows that they have a good idea of their intended audience, but most lack the skills required to create a title and to add text and graphics confidently and unaided.

118. There was insufficient evidence to make a judgement on the quality of teaching overall. Two unsatisfactory lessons were seen, where the class teachers had not received training and were unfamiliar with the computer suite. One very good lesson was seen in Year 3. In this lesson the task set took account of pupils' levels of attainment by providing a range of appropriate texts for them to edit. As a result, learning was effective. In some lessons a lack of assessment information resulted in activities that were not matched sufficiently to pupils' levels of attainment. For example, the expectations of Year 1 pupils were not high enough; most quickly finished making name labels for the cloakroom. Year 6 pupils struggled with their multi-media presentations, as many did not have sufficient knowledge and confidence in the required skills. Where pupils are engaged in productive activities, they display positive attitudes and behaviour.
119. Most staff have been trained in the subject, and are becoming more confident in teaching skills. A suitable scheme of work has been introduced, based on national guidelines, that now helps to ensure that pupils develop their skills steadily and systematically as they move through the school, and that all elements of the subject will be covered. Assessment procedures are being developed, but these have yet to provide starting points for pupils' future learning. Resources are now good. A computer suite was opened in the previous year with sufficient computers for a full class, and an interactive white-board to aid teacher demonstrations. All classes have at least one session per week in the suite. Classrooms have their own computers that are networked, enabling pupils access to the Internet and email. There are sufficient programs to support other subjects. However, insufficient use is still being made of these facilities, particularly for Years 3 to 6. The school has a very detailed policy on Internet and email use. The subject leader recognises the need to monitor teaching and learning, with a view to improving the quality of teaching and raising standards.

## **MUSIC**

120. Judgements are based on scrutiny of planning, discussions with teachers, and the observation of three music lessons and assemblies. By the end of Year 2 and Year 6, standards are broadly average. This is an improvement since the previous inspection. The quality of unaccompanied singing is good for the younger age group, who show good achievement when singing unaccompanied. Their voices are pure, tuneful and their pleasure in singing rises out of their song. Achievement is satisfactory overall for both age groups. Years 1 and 5 have the benefit of excellent teaching from a professional musician. The performing skills of pupils are enhanced by a good range of instrumental lessons, school orchestra and choir, with good opportunities to perform within the local community.
121. By the end of Year 2, pupils have developed a sense of rhythm and can compose simple pieces using tuned and untuned instruments. They listen to music quietly on entering assemblies and they sing the words of songs with enthusiasm, a good sense of rhythm and voice modulation. By the end of Year 6, pupils have opportunities to perform in school concerts and entertain elderly people from the community. They have good opportunities for music lessons in a good range of instruments and a number of pupils enjoy performing school orchestra and choir. Pupils in Year 6 listen to soundtracks of musical shows such as Godspell. They enjoy singing songs from them, and capture some of the mood of the songs. Older boys participate well when songs and hymns have strong rhythmic and melodic qualities.
122. The quality of teaching ranged from excellent to satisfactory. At present the school uses the expertise of a professional musician to teach Years 1 and 5. Pupils had very high quality teaching, when within lessons they progressed at a fast rate, having a wealth of well-structured opportunities to develop skills in rhythm, play musical instruments, compose, sing, conduct and perform. Where the teaching was less successful, there was insufficient variety of learning opportunities within the

lesson. Pupils remained seated for most of the time and improvement of the quality of the singing was insufficiently explored.

123. The scheme of work at present is in a period of transition, and the management of the subject is temporary. As the current scheme appears to be reliant on teachers having some musical expertise a new scheme, which is more user-friendly for non-music specialists is gradually being introduced alongside appropriate training for staff. The local priest, part-time musician and peripatetic music staff make important contributions to pupils' musical skills. The use of information and communication technology is underdeveloped and assessment is inconsistent. There is now a good range of music including multicultural music on CDs and a well-planned programme of music for assemblies. Although there are sufficient instruments for whole classes, the range of multicultural instruments is too limited. Music is sometimes taught in the hall where the acoustics are poor, and this detracts from pupils' performance. The room for teaching music is very suitable when music is taught to one class at a time.

## **PHYSICAL EDUCATION**

124. In those aspects of physical education observed - gymnastics and dance – pupils attain average standards by the end of Years 2 and 6. Achievement is satisfactory for all pupils, including those with special educational needs. These standards have been satisfactorily maintained since the previous inspection. The school now makes provision for swimming, and the majority of pupils reach the required standard, with some progressing to stroke improvement and personal survival skills.
125. Year 2 pupils explore basic skills in gymnastics and dance. When putting together sequences in these areas they show satisfactory control and co-ordination in combining different movements and skills. They begin to discuss their performances with a view to making improvements. They know that exercise has an effect on their bodies, and that warming up and cooling down sessions are important. Year 6 pupils show a developing control and fluency in their movements when creating their own dance routines. They observe each other carefully, working in groups, and show a satisfactory understanding of how music can be interpreted through dance.
126. There was insufficient evidence to make a judgement on the quality of teaching overall. One good and one very good lesson were seen. In these lessons classes were very well managed. Good relationships had been established, resulting in pupils' good behaviour and attitudes, which enabled learning to be effective. Activities were well introduced and explained so that all knew what to do. For example, in the Year 3 lesson pupils were able to master new country dance movements, working sensibly in pairs, following a clear demonstration by the teacher. These lessons demonstrated good subject knowledge.
127. A feature of most lessons is the routines established to get pupils changed quickly, so that full use can be made of the time available. Year 2 pupils enjoyed trying to beat the previous time taken to change. Teachers provide sufficient time for pupils to practise and develop skills within lessons, but do not always intervene sufficiently when teaching points become apparent and improvements could be made in performance. However, pupils do have opportunities to observe and evaluate each other's performances, for example when looking at each group's dance routine or observing partners when working in pairs.
128. There is an enthusiastic subject leader. She is developing a scheme of work that covers all aspects of the subject, provides assessment opportunities and helps ensure that pupils develop their skills steadily and systematically. Activities are suggested for teachers who feel less confident in the subject; some training has also been given with the introduction of the new scheme of work. The scheme is being reviewed as staff work through it. There has been no monitoring of teaching and learning with a view to improving the quality of teaching and raising standards. Although resources are adequate, the subject leader has recognised the need to audit and update them. Regular safety checks are made on apparatus. Extra-curricular activities, for example football, dance, netball and athletics, along with inter-school tournaments, add to the provision.

## RELIGIOUS EDUCATION

129. By the end of Year 2 and Year 6, pupils attain standards that are in line with and meet the requirements of the Bromley Locally Agreed Syllabus for religious education and collective worship. This represents very good improvement since the last inspection. The spiritual, moral, social and cultural development of pupils is central to religious education and underpins the programme of study. Assemblies promote moral and social values, such as how we can help make a difference to other peoples' lives. Time for reflection and prayers offered are directed at the God of each person's belief. Pupils have good attitudes to different faiths and are achieving satisfactorily in their knowledge and understandings of them. They are aware of similar and different values within cultures and religions.
130. Pupils in Year 2 know from lessons about the importance of generosity and sharing, prompted by the story of the 'Feeding of the Five Thousand'. They begin to link common features of different religions, for example between Christian Harvest time and Sukkot in Judaic faith. Year 1 pupils enjoyed making faces to stick on a Bedouin style tent, although lower attainers quickly became bored because the writing task was too challenging. A teacher wrote to a pupil's dictation 'The Jewish people are in that tent to celebrate the harvest'.
131. By Year 6, pupils have knowledge of famous religious figures and their life journeys, such as Martin Luther King and Mother Theresa. They have an understanding of the concept of God figures in Christian, Hindu, Sikh, Jewish and Islamic religions. The cultural diversity of pupils and teachers brings different viewpoints and personal experiences enrich discussions; for example the rationale and morality behind fasting for Ramadan. In response to witness statements, higher attaining pupils show good depth of feeling, a sense of responsibility and awakening of basic values when they hear stark facts about death and hunger in relation to famine. Typical responses were: 'I have good health', 'We can buy food at the shops', and 'We have a future ahead.'
132. There was insufficient evidence to judge the quality of teaching overall. Lessons are planned with clear learning objectives, shared with pupils, and build on earlier work so that pupils know what they are to achieve. Learning objectives go unreviewed at the end of lessons so that pupils are unaware of their learning. A strength of teaching observed was the teacher's questioning which encouraged pupils to reflect on their own experiences in small groups explore ideas and record responses. Where teaching was less successful the pace of the lesson was too slow. An absence of visual stimuli to illustrate the concept of famine led to a few lower attaining pupils becoming restless and failing to engage in the discussion.
133. The subject leader has made a substantial improvement to religious education, by her involvement in the Bromley religious education subject forum. The introduction of a well-balanced trial programme of study drawn up by the group from the locally agreed syllabus ensures pupils learn about different religions but also about how it affects their lives. Evidence from scrutiny of work suggests that guidance from the literacy and religious education resource pack is used effectively to promote writing in religious education. The use of information and communication technology is confined to researching on the Internet.