

INSPECTION REPORT

**WICKHAM COMMON
PRIMARY SCHOOL**

West Wickham

LEA area: London Borough of Bromley

Unique reference number: 101595

Headteacher: Mr S Chastney

Reporting inspector: Dr M Bradshaw
6169

Dates of inspection: 30th June – 4th July 2003

Inspection number: 246133

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Gates Green Road Coney Hall West Wickham
Postcode:	BR4 9DG
Telephone number:	020 8462 4927
Fax number:	020 8462 5148
Appropriate authority:	The governing body
Name of chair of governors:	Mr I Haggart
Date of previous inspection:	26 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6169	Dr M J Bradshaw	Registered inspector	Science Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
14214	Ms G Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23024	Ms S Whitehead	Team inspector	Foundation Stage Art and design Geography History	How well is the school led and managed?
27426	Mr T Aldridge	Team inspector	Educational inclusion, including race equality Special educational needs English Religious education	
20832	Dr M Galowalia	Team Inspector	English as an additional language Mathematics Information and communication technology	
1782	Mr A Lyons	Team Inspector	Design and technology Music	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Bench Marque Ltd
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 444 pupils who attend full time from Reception to Year 6. The proportion of boys is just over 52 per cent. Children enter Reception in the autumn or spring term of the school year in which they are aged five. During the school year, the changes to the school's roll are low. The vast majority of pupils, 95 per cent, are from a white ethnic background. The remainder are from a wide mix of minority ethnic backgrounds, with no group predominating. There are two pupils whose mother tongue is not English; one of these, a Reception child, is at an early stage of language acquisition. The background of pupils is above average; 22 pupils (about five per cent) claim free school meals, which is below average. There are sixty-four pupils on the special educational needs register, which is about one in six of the pupils on roll. Eight pupils have a statement of special educational needs. Almost one in five pupils in the current Year 6 has special educational needs, and this includes five pupils with a statement. The majority of pupils are on the register for learning or speech and language difficulties, although there is a significant number with specific behavioural problems. Attainment on entry to Reception varies from year to year, and this closely matches subsequent attainment levels in Year 2. Current Reception children's attainment was about average when they started school, although attainment on entry for the two previous years was lower, and prior to this it was higher.

HOW GOOD THE SCHOOL IS

Wickham Common Primary School provides its pupils with a good education, with very good features. Pupils are happy in the school and each one is equally valued. They have very good attitudes and behave very well. The personal care of pupils is good and there is a very strong partnership with parents. Pupils make good progress in the school. By the time pupils leave school at the end of Year 6, pupils' attainment is well above the average in English and science, and above average in mathematics. Teaching is good, and the curriculum is rich and varied. The school is very well led and provides very good value for money.

What the school does well

- The quality of leadership shown by the headteacher.
- The good quality teaching and learning, and the breadth of the curriculum, result in good achievement.
- By the end of Year 6, attainment is well above average in English and science, and above average in mathematics. Standards are good in art and design and history.
- The school has an outstanding ethos in which pupils are equally valued and feel happy.
- The provision made for pupils' personal development is very good, and this results in positive attitudes, behaviour and relationships.
- A strong working partnership exists with parents and this is effective in helping pupils make good progress.

What could be improved

- The management roles of the subject co-ordinators and deputy headteacher.
- The range of assessment procedures for subjects other than English, mathematics and science, and the use of information to aid planning and to help pupils understand their individual targets.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Wickham Common Primary School was inspected in January 1998. Its progress since then has been good. The areas of weakness identified have been tackled, in most cases successfully. Attainment by Year 2 has declined, but this reflects, in part, the variations in attainment on entry. However, at the end of Year 6, attainment has improved in English, mathematics and science. Teaching is better in Reception and Years 1 and 2. It is good throughout the school and pupils' learning is good. The organisation and provision for information and communication technology (ICT) have improved. As a

result, attainment has improved, but is not yet at the level expected in Year 6. The personal care of pupils, including child protection and when they are ill, is better. Governors are more involved in the monitoring of standards, but are not yet proactive in setting an agenda for the school's further development. The provision for pupils' spiritual development is much improved. Attendance is better. Many of the school's previous strengths have been maintained or improved. Geography and religious education are not as strong as previously reported.

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
	2000	2001	2002	2002
English	A	B	A	A
Mathematics	B	B	B	C
Science	A	A	B	C

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

Although varying from year to year, children enter Reception with about average attainment levels. They achieve well and most children will exceed what is expected in reading and writing by the time they start in Year 1. They will reach the expected standard in mathematics. In other areas of learning, they will meet or exceed the standards expected. In recent years, attainment in reading, writing and mathematics has tended to be above average by Year 2. This year, standards are closer to the average. Pupils' work in science is above average. Since 1998, standards at the end of Year 6 have tended to improve at a rate similar to that seen nationally; this has ensured that pupils' results remain above average. In the 2002 National Curriculum tests at age eleven, standards were well above the national average in English, and above the average in mathematics and science. Compared with schools with a similar intake, results in English were well above average; they were about average in mathematics and science. Although, this year the proportion of pupils with special educational needs is higher, pupils' attainment in the current Year 6 is well above average in English and science, and above average in mathematics. Standards in art and design and history are above those expected. In ICT, attainment is not yet at the expected level in Year 6, but it is improving. In other subjects, attainment is at the level expected. During their time in school, pupils achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They are enthusiastic and show a positive approach to learning.
Behaviour, in and out of classrooms	Behaviour in the school is very good, and this contributes very well to pupils' learning. Pupils behave very well in lessons and at other times.
Personal development and relationships	Pupils' personal development is very good; they develop into mature, confident and friendly young people. Relationships with adults are very good.
Attendance	Attendance is good, and has been consistently above the national average for several years.

Pupils' enthusiasm and enjoyment help the development of very good behaviour and relationships, including those between adults and pupils. There have been no exclusions in recent years. Pupils respond positively to the opportunities provided for them to take responsibility.

TEACHING AND LEARNING

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

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

In the previous inspection report, the quality of teaching was described as good, but there were weaknesses in Reception and Years 1 and 2. It has improved and is good throughout the school; no unsatisfactory teaching was observed during this inspection. Over three-quarters of the lessons seen were good or better, including about a third that were very good or excellent. Examples of very good or excellent teaching are seen throughout the school. Teaching is good in English in Years 1 and 2, and satisfactory in mathematics. In Years 3 to 6, it is very good in English, and good in mathematics. Teaching by peripatetic music staff and the music co-ordinator is very good. Relationships with pupils are very good and they are managed very well. Planning gives good attention to detail about what is to be taught. However, not enough thought is consistently given to adjusting work to meet the demands of the full range of pupils in the class. To some extent this is overcome by giving lower attaining pupils additional help, and by the fact that average pupils respond well to the challenge of harder work. Teachers make effective use of resources, including support staff. Teaching in most subjects is good overall. ICT skills are not used extensively to support learning in other subjects. Pupils' numeracy and literacy skills are often developed well across the curriculum, although the use of some worksheets restricts opportunities for writing. Marking does not always give pupils a clear indication of how they can improve further. The quality of teaching is leading to good learning by pupils. They work hard and consistently show very good levels of interest and concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum. It has breadth, balance and relevance to meet the needs of pupils in the school.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good and they make good progress.
Provision for pupils with English as an additional language	The very few pupils whose mother tongue is not English are well supported and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. The very good spiritual, moral and social provision, in particular, help to establish a very good climate for learning.
How well the school cares for its pupils	The school cares for its pupils well. It has effective procedures for ensuring pupils' welfare, health and safety, and gives due attention to racial equality. Suitable assessment procedures are in place, but these need to be extended.

The curriculum meets statutory requirements and the school provides a very good range of activities outside of lessons. Assessment information is not used sufficiently to set precise, individual targets which pupils know. Parents are very satisfied with the school, and a strong partnership exists between the school and parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides inspirational leadership, and he is well supported by the deputy headteacher and senior management team. Owing to limited resources, the management roles of the subject co-ordinators and deputy headteacher are not sufficiently well developed.
How well the governors fulfil their responsibilities	The governing body provides good support for the school. All statutory requirements are in place. Governors are aware of the strengths and needs of the school and financial planning is effectively monitored.
The school's evaluation of its performance	Standards in English and mathematics are monitored effectively, but subject co-ordinators do not have sufficient opportunity to monitor and evaluate teaching, learning and attainment in their subjects.
The strategic use of resources	The school makes good use of its resources. Specific grants are used effectively.

The school has sufficient teachers and support staff. Accommodation is satisfactory. It has many good features, especially in the new development, but the old classrooms are cramped for the number of pupils using them. Learning resources are good. The school is well aware of the need to obtain good value for money in all that it does, and good use is made of information to compare the school's performance and to obtain best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and behave well. • Children's rate of progress. • Teaching is good, and children are expected to work hard. • The amount of homework. • The information about their children's progress. • The way the school works with parents. • The school is approachable. • The school is well led and managed. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside of lessons.

Inspectors agree with parents' positive comments. Inspectors consider that the range of opportunities for pupils to become involved in activities outside of lessons is very good compared with other primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Over the period 1998 to 2002, in National Curriculum tests at the end of Year 2, pupils' results have declined from mostly well above average to about average or a little higher. This decline reflects very closely the pattern of assessment data completed when children started school in Reception. The pattern of gentle decline is evident in reading, writing and mathematics. In 2002, attainment in reading and mathematics was above average; that in writing was average. In comparison with similar schools, results were average in reading and mathematics, and below average in writing. Attainment this year is above average in reading, and about average in writing and mathematics. The 2003 National Curriculum tests indicate that there is less high attainment than in previous years. Over the past three years, girls have performed better than boys in reading and writing. In mathematics, the performance of boys and girls is similar. Despite these differences, both boys and girls have performed better than the average performances nationally. Teacher assessments in science indicate that, in both 2002 and 2003, virtually all pupils achieved the expected level, and last year about a third achieved higher than this. Attainment in science this year is similar and above average overall.
2. Over the period 1998 to 2002, in National Curriculum tests at the end of Year 6, pupils' results have tended to increase at a rate similar to that nationally, although the pattern has varied from subject to subject. In English, mathematics and science, although with some fluctuation, results have been consistently above or well above average. Pupils' results in mathematics have tended to be a little lower than those in English and science. In 2002, results were well above average in English, and above average in mathematics and science. Compared with similar schools, they were well above the national average in English, and average in mathematics and science. Inspection evidence indicates well above average attainment in English and science, and above average attainment in mathematics. This represents particularly good achievement in view of the proportion of pupils having specific learning difficulties and statements of special educational needs in the current Year 6. Targets set for at least Level 4 attainment in English and mathematics are usually quite challenging and met. In addition, the school is usually successful in ensuring a good proportion of pupils achieve the higher Level 5. Over the past three years, the attainment of boys and girls has been similar, and this remains the case.
3. The previous report indicated that standards were average, or better, in most subjects by Years 2 and 6. Standards in information and communication technology (ICT) were below those expected in both Years 2 and 6. In most subjects, attainment by Year 6 is similar to that reported previously, except in geography where it is now average rather than above the expected level. In ICT, attainment is average by Year 2 but, although improving, is not yet meeting the expected standard in all areas by Year 6.
4. Attainment on entry to the Reception class is broadly average, which is lower than that previously reported. It fluctuates from year to year. This year, evidence indicates that attainment on entry was average, with a normal spread, which included some higher attaining children. This was somewhat better than reported two years ago for the current Year 2 pupils. During their time in Reception, children achieve well. The majority of children are on course to meet, and in some cases exceed, the early learning goals in personal, social and emotional development, literacy, knowledge of the world and creative development. In English, children's achievement in reading is good, with many

children exceeding the standard expected. In both writing and speaking and listening, a similar pattern is evident, although listening skills are not so consistently well developed. The one child who is at an early stage of acquiring English is making good progress. Children use the computer mouse confidently, for instance when using an art program. They know a variety of stories from the Bible. They know the needs of different animals. Children use paint and materials well in their art work and sing songs confidently and tunefully. In mathematical and physical development, most children achieve the expected standard. Many children count objects and order numbers to ten, and add two numbers together to make up to ten. Most children recognise and name two-dimensional shapes such as squares, triangles and circles. Children climb, balance and move with good awareness of others around them. They use ride-on toys confidently. Virtually all children develop good pencil control and form their letters with good control.

5. Pupils in Year 2 are achieving about average standards in mathematics, ICT and religious education; they are above average in English and science. Pupils read with accuracy and often a good understanding of what they have read. Writing skills, including spelling, are average. Good progress is evident in listening, and pupils' speaking and listening skills are above average overall. Literacy skills are often used effectively in subjects such as science. Most pupils are confident when working with numbers to 100. They add and subtract accurately. Pupils' numeracy skills, especially drawing simple graphs, are used satisfactorily in other subjects. In science, pupils use their skills well when experimenting and record their observations carefully. In ICT, pupils' attainment when using art programs or entering text using the keyboard is average. The use of ICT across the curriculum is less well developed. In religious education, pupils' attainment reflects that expected, with them knowing some of the stories from the Bible associated with Jesus, the events of Christmas and some festivals of religions in addition to those of Christianity.
6. Pupils' attainment in Year 6 is well above average in English and science, and above average in mathematics. In ICT, some, but not all, aspects of pupils' attainment reach the expected standard. In religious education, attainment meets the level expected. Pupils read with very good understanding and accuracy, and writing skills are very well developed, with care being taken over spelling and presentation. Speaking and listening skills are also very good. Pupils' literacy skills are used effectively to support learning, although opportunities for extended writing are missed in subjects such as geography. Pupils solve quite complex number problems accurately. A range of graphs is drawn well and pupils use them effectively to display data or to explain what graphs mean. Numeracy skills, especially the use of graphs, are often used well across the curriculum. Pupils' scientific knowledge and skills are very good. Pupils tackle investigations logically and show a detailed understanding of areas such as habitats, forces, change and the swing of pendulums. In Year 6, pupils use word processing and desktop publishing to the expected standard, but have less confidence and experience in areas such as the use of spreadsheets. In religious education, pupils understand some of the main features of a range of religions, including Christianity, Islam and Hinduism.
7. Throughout the school, pupils achieve satisfactory or better standards in other subjects. In art and design, in both key stages, pupils develop a good range of skills and apply these effectively to attain standards above those expected. The quality of work in design and technology is above average, with examples of good work in Year 2, and about the expected standard by Year 6. In the music lessons seen, standards were average, but specialist teaching considerably enhances the attainment of talented musicians. In geography, pupils attain broadly average standards by Years 2 and 6, although map

work skills are not as strongly developed as other aspects of the subject. In history, pupils attain above average standards by Years 2 and 6, with pupils showing a good understanding of the use of historical evidence. In physical education, pupils in both Years 2 and 5 attain above average standards in gymnastics, dance and games. It was not possible to see any Year 6 pupils in physical education lessons, although photographs of a recent school journey indicate good attainment in adventurous pursuits.

8. Most pupils achieve well during their time in school, which is reflected in the attainment by Year 6, including the proportion of higher attainment. Pupils who are gifted in, for instance, music and physical education, are supported very well to help them make further progress. In other subjects, gifted or talented pupils make at least satisfactory progress. The majority of pupils who have been identified as having special educational needs are identified for learning or speech and language difficulties. However, pupils with behavioural difficulties are also identified. There are currently 41 pupils identified at School Action, 15 at School Action Plus, and eight with statements of special educational needs, five of whom are in Year 6. With the support provided by the special educational needs manager and learning support assistants, these pupils make good progress. The extent of the progress achieved is reflected in the fact that, by Year 6, none achieve below the expected range of attainment in English, mathematics and science. Progress is helped by the knowledge each teacher has of the pupils in their class, but this is not reflected in the content of the individual education plans, which lacks detail or strategies.

Pupils' attitudes, values and personal development

9. The previous inspection found that pupils had positive attitudes to school and that they behaved very well during lessons and at other times. This positive picture has improved further over the intervening five years. Children join Reception with appropriate attitudes and these steadily improve as pupils move through the school; their attitudes to school and the standard of their behaviour are now very good. Pupils are very proud of their school and they approach their work with a genuine commitment and desire to succeed. Pupils' personal development is very good; they show great respect for each other's views and opinions and develop into sensible, confident and friendly young people. Although attendance has fallen slightly during the current school year, it is still above the national average. Pupils arrive at school in good time for the start of the morning session and good timekeeping during the day helps them to make the most of the time they spend at school.
10. Almost every parent who returned the pre-inspection questionnaire feels that their children enjoy coming to school and that the standard of behaviour is high. This confidence is very well placed. Pupils enjoy assembly and they sing enthusiastically and tunefully. During lessons, pupils of all ages and backgrounds quickly settle down to work and persevere with things they find difficult. The standard of teaching is good and, by presenting interesting and lively lessons, teachers pave the way for very positive attitudes and equally good learning.
11. Pupils behave very well at all times of the school day and they can be relied upon to remain considerate and polite, whether or not they are directly supervised. All members of staff lead by example and address the pupils with the respect and consideration they deserve. Pupils respond similarly and their very positive approach to learning helps to create a lively and vibrant atmosphere. Pupils listen carefully during lessons and wait their turn to answer their teacher's questions. On odd occasions, however, pupils' enthusiasm gets the better of them and their teacher may have to remind them not to

interrupt each other or call out. Pupils' behaviour during lunch and play times is responsible and there is a pleasant atmosphere in the dining hall and playground. The school has a very successful policy of social and educational inclusion and pupils of all ages and ethnic heritage play energetically and happily together. Bullying, racism or other anti-social behaviour is very rare and pupils say that any such incidents are dealt with firmly and very effectively. Throughout the school, there is a strong sense of community, and relationships between pupils and with members of staff are very good. There have been no exclusions in recent years.

12. Most special educational needs pupils have a very good attitude to school and are usually very interested and enthusiastic in their lessons. They are fully involved and included in the range of activities that the school provides and their independence and self-esteem are developed very well. They behave very well in lessons and in small groups. There are good behaviour modification programmes in place and behaviour is usually very good in classrooms, at lunchtimes and in the playground. Those pupils identified with behavioural problems are very well supported and the behaviour of most is usually very good. Most pupils with special educational needs show very good respect for the work and feelings of others and are positive about their efforts. Relationships with teachers and other pupils are very good.
13. Pupils' personal development is very good and they respond very well to the wide range of opportunities provided. Pupils' spiritual, moral and social awareness is very good. Pupils use their imaginations and they frequently reflect upon intangible qualities, such as the value of friendship or the wonder of nature. Pupils show due reverence in assemblies. Over time, pupils form their own set of moral values and beliefs and develop the ability to make reasoned and responsible moral decisions. They increasingly appreciate how their actions impact upon others and distinguish right from wrong. Pupils in Years 5 and 6 help those in Years 1 and 2 with their reading and also show new pupils and prospective parents around their school. Pupils in Year 6 visit an outdoor activity centre and have a go at new sports, such as canoeing, treetop obstacle courses and rock climbing. These experiences help pupils to grow in confidence and to become much more aware of the opportunities available within the wider world.
14. Pupils' cultural development is good. They are encouraged to appreciate art and music from around the world and to hear and play a wide range of musical instruments. They visit nearby places of interest, such as The Golden Hynde, the Science and British Museums and pupils learn a lot about Western civilisation. They learn less, however, about the lives of people of different ethnic and religious heritage; this aspect of the curriculum is underdeveloped. The school is characterised by a palpable sense of community and there is a pervading atmosphere of mutual tolerance and respect. Although there are very few pupils who have English as a second language or who are from minority ethnic backgrounds, they play a full part in the life of the school.
15. Attendance was slightly above the national average at the time of the last inspection. It has improved over the intervening five years. When pupils are absent, it is usually because they have been ill or have had a medical appointment. A significant proportion of parents, however, book family holidays during the school term. Up to half of the pupils in each class lose time as a result and they inevitably miss the work that is undertaken by the rest of their class; this could well place them at a disadvantage in the future. Parents, however, nearly always let the school know why their children are away and there are very few unauthorised absences.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching in the school is good. No unsatisfactory teaching was seen during the inspection. Over four-fifths of lessons featured good or better teaching, and a third that was very good or excellent. This is an improvement over the previous inspection when teaching, although described as good, featured unsatisfactory teaching. About one in ten lessons was unsatisfactory, and these were mainly in Reception and Year 1. Teaching in both Reception and Year 1 is now much better.
17. The teaching for Reception children is good. The teachers plan well, with good detail to ensure all areas of learning are covered. Good teamwork ensures similar opportunities for all children. All teachers show a good understanding of how young children learn and manage children very well. As a result, they usually concentrate well and this makes a valuable contribution to their learning. Children's learning is also aided by the very effective use of resources, including adults, and also by the range of teaching methods used. As a result, children make good progress in acquiring skills and knowledge. They work with pace. A particular strength is the attention to developing children's literacy skills, including both reading and writing.
18. The quality of teaching in the remainder of the school is good overall. Examples of good or very good teaching are seen throughout the school, and much in Year 6 is very good. The specialist music tuition is a significant strength. In Years 1 and 2, teaching is good in all subjects, except for mathematics, ICT and geography where it is satisfactory. In Years 3 to 6, teaching is very good in English, and good in virtually all other subjects. It is satisfactory in ICT and religious education. The strengths and weaknesses are similar throughout Years 1 to 6. Planning is good and what pupils are to learn is clearly identified. The work is often challenging for pupils of average and above average ability, although planning does not consistently identify how work may be modified to meet the needs of different groups in a class. Often, teachers or other adults support lower attaining pupils, while others strive to complete tasks accurately because expectations are consistently high. Pupils respond very well to these and try their best. They enjoy completing the work set. Pupils' learning in all lessons observed was satisfactory, and usually better. Teachers' subject knowledge is mostly good, and used well when leading discussions or asking questions. Pupils are encouraged to work at a good pace. Literacy and numeracy are well taught, and at least satisfactory use is made of these skills in other subjects. Teachers' confidence to use ICT to support learning is much less secure and its use across the curriculum is not sufficiently extensive. The management of pupils is very good and results in the high standard of behaviour that has a positive effect on learning and attitudes in class. Assessment during lessons is used effectively to support and guide; marking is satisfactory but could be used more to identify to pupils how they could improve further. Homework is set regularly and is satisfactory.
19. Teaching for pupils identified as having special educational needs is good, and sometimes very good in numeracy and literacy, and greater provision for special educational needs is seen as contributing to better results in English at age eleven. Teachers and support assistants usually ensure that pupils remain fully involved in lessons so that they try hard, despite their difficulties. Good and consistent attention is given to motivating, rewarding and praising pupils and building their self-esteem. Support from assistants is often good in numeracy and literacy. Pupils are fully included and integrated into all areas of school life. However, in some subjects, pupils do not always receive activities matched closely to their needs and they usually undertake the same tasks as others in the class. Regular assessments and termly reviews take place so that pupils' needs are updated. However, there are inconsistencies in the quality of

pupils' individual targets written by class teachers. These are not always sufficiently detailed, specific or manageable and do not identify clear success criteria. The special educational needs manager writes sound support plans, but these documents do not form part of a detailed individual education plan. These details are not fully shared with parents and carers so that they are aware of targets, provision, resources and success criteria.

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

20. The school provides a rich, broad and balanced curriculum that contains all the subjects of the National Curriculum as well as the national initiatives for literacy and numeracy. This maintains the strengths reported at the time of the previous inspection. The length of the school day is in line with recommendations for Reception to Year 6 pupils. The school's curriculum benefits because of good arrangements to develop pupils' skills in all subjects, but especially in science, drama, art and design, music and physical education. The curriculum is good for children in Reception. Effective use is made of the recommended guidance for planning to provide an appropriate range of activities.
21. The school has made a priority to concentrate on the teaching of English to raise further pupils' attainment. To this end, it has implemented the National Literacy Strategy, and extended opportunities to develop related skills through activities such as drama. A further priority for the school has been to raise the attainment in mathematics and the National Numeracy Strategy has been introduced effectively. Literacy and numeracy are taught to every pupil, mostly in the morning when pupils are freshest so the initiatives have maximum impact. Additional sessions for teaching specific aspects of English to help identified pupils catch up are also included. The time allocated to science is in line with national averages. The high attainment by the end of Year 6 in science is because time is used especially well to develop pupils' knowledge and skills.
22. The attention given to developing knowledge and skills in English, mathematics and science helps pupils succeed in other subjects. Pupils use their skills of reading and writing, and apply their number and science knowledge well to the rest of the National Curriculum. However, there is not currently a strategy to identify the numeracy and literacy strands in the other subjects, reinforcing the learning, although most teachers make appropriate references. The school's curriculum includes good programmes of drama and personal, social and health education.
23. For older pupils, the school teaches mathematics in groups according to attainment, but the other subjects are taught in classes, which are organised broadly by time of intake into the school. Classes of pupils are large by national standards, many having 34 pupils, whilst the smallest class has 30. The organisation of pupils into groups according to their attainment levels enables teachers to focus more effectively on the needs of the groups, target teaching appropriately and use assessment effectively to help raise standards.
24. There is a very wide range of good quality extra-curricular activities and visits, which extend the curriculum, particularly in drama, music and physical education. The headteacher and all the staff work hard to provide a breadth of learning opportunities outside the normal school timetable. The take up of extra-curricular activities is high, particularly in music and sport, and most pupils gain significantly from the high quality provision. Talented pupils in music gain significantly from the very good support provided by the Bromley music service. This was demonstrated in an awards assembly on the last day of the inspection when all pupils sat in absolute silence, enthralled,

listening to the guitar group play. An ex-pupil joined them and performed to them at the highest level, giving the children an understanding of what could be achieved by pupils attending their school.

25. The curriculum is socially inclusive and successfully incorporates all pupils, including those with special educational needs. Several groups of pupils benefit from adaptations to their curriculum, particularly in English and mathematics. A range of special initiatives, including literacy support programmes, provides well for those pupils who have literacy problems. The few pupils with significant behaviour problems have appropriate targets, and learning support assistants take good note of these. Similarly, there is good attention paid to pupils' health problems, and those with specific problems have their photographs and details displayed in the staff room so all are aware. Provision for pupils with special educational needs is good in literacy and numeracy lessons where pupils often receive extra adult support. The school complies with the new Code of Practice and devises good programmes of support to meet pupils' individual needs. Most pupils have targets, although not all are clear and specific. However, there is little reference to these in teachers' lesson planning and few pupils are aware of their individual targets. Pupils' progress towards the targets is carefully reviewed at least termly. The special educational needs policy has recently been reviewed and provides good guidance.
26. Suitable planning guidance and policies are in place for all subjects. The subject co-ordinators take an overview of the time allocated at the beginning of the year. They act as points of staff contact throughout the year but they have insufficient time to monitor the changes and developments as the school year proceeds. The new ICT suite is being used mainly in the afternoon and all pupils have access to it for National Curriculum coverage. This is an improvement since the last inspection. However, the suite is not sufficiently used, and neither are the computers in classrooms, to aid and consolidate learning in the subjects across the curriculum.
27. Provision for pupils' personal, social, health and citizenship education is satisfactory. At the time of the inspection, there was no designated co-ordinator and three teachers were managing the subject, prior to the appointment of a new member of staff. Although there is no long-term scheme or plan of work that specifies exactly what is to be taught to each year group and when, pupils receive a comprehensive programme that is relevant to their needs. Statutory requirements for sex and drug education are met. The school nurse visits pupils in Year 5 each year and talks to them about growing up and body changes. Drug education is taught in conjunction with the local police, and pupils are appropriately warned about the consequences of drug use and abuse as well as their legal responsibilities. Pupils also learn about healthy lifestyles and they recently participated in a 'health week'. During this time, pupils were encouraged to walk to school and Year 6 organised lunchtime sporting activities. The Life Education Centre also visits once a year and the school has recently joined the National Fruit Scheme for children from Reception to Year 2.
28. External visitors are used to good effect. Community theatre groups prepare pupils for the social and emotional challenges they may meet when they transfer to secondary schools. Pupils also meet representatives from local emergency services, as well as from charities and local businesses. Good use is made of community links, and visitors talk to the children about a range of subjects, which makes lessons more interesting and informative.
29. The school works hard on the transfer of pupils to secondary education to ensure that learning is as continuous as possible and for pupils to make good progress. There are

sound curricular links, particularly in English, mathematics and science. During the inspection, almost all pupils in Year 6 visited their new school for an effective induction day. Pupils commented on how much they had enjoyed it and it gave them confidence for September, particularly as the arrangements ensured that they had a least one friend in their new class. Good links have been developed with schools in other countries. Wickham Common teachers have made visits to schools overseas, whose teachers have also visited Wickham Common. This gives further enrichment to the life of the school and heightens the level of professional debate.

30. Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is very good. This represents an improvement since the previous inspection, especially in spiritual and cultural development. Although provision is not formally identified when teachers plan their lessons, the school holds a very strong set of values and these permeate every aspect of school life. Pupils respond very well. They learn how to become responsible and confident citizens and develop into friendly and sociable young people. Provision for the spiritual, moral, social and cultural development of those pupils with special educational needs is similar to that of other pupils in their class and is very good overall.
31. Provision for pupils' spiritual, moral and social development is very good. The daily acts of collective worship are of consistently high quality and pupils may, for example, be asked to reflect upon themes, such as people who help us, for example Mother Theresa and her followers. During the inspection, pupils reflected upon how her good works have inspired others and how her influence has continued to spread. Regular opportunities for reflection are woven into the fabric of the school day and pupils are encouraged to develop their own values and beliefs. Pupils' spiritual development is also promoted very well during lessons, particularly through English, personal and social education and religious education. Pupils are frequently encouraged to use their imagination and this helps them to appreciate intangible concepts, such as how to look after the environment, and accommodate the differences between individuals. During the inspection, Year 1 pupils took part in an imaginary 'journey' to the country in order to help a novice gardener whose garden was infested with insects and caterpillars. They drew pictures of the various creatures in her garden and were considering the course of action she should take in order to avoid the decimation of her plants. Although assemblies are predominantly Christian in nature, pupils also learn about the other religions of the world within religious education.
32. The school has a very clear set of moral and social values that focus upon honesty and respect for others. Teachers always address pupils with the respect and consideration they deserve and provide regular opportunities for them to work together. Pupils in Year 6 undertake a residential trip to Hindleap Warren, an outdoor activity centre, and experience new experiences such as canoeing, treetop obstacle courses and archery. These activities foster pupils' self-confidence very well and encourage them to become increasingly independent and to use their initiative. Pupils are regularly encouraged to help and support each other and this helps pupils to become accustomed to considering each other's needs. Each class decides upon its own set of class rules and these are fundamental to the way in which the school promotes social and moral development. Pupils have a very clear understanding of the difference between right and wrong and this helps to maintain the constructive and mutually supportive atmosphere within the school. Pupils value the system of rewards and sanctions and readily accept the school's code of conduct. There are good opportunities for pupils in all years to undertake responsibilities within their classrooms and during lessons. Pupils in Years 5 and 6 also undertake additional tasks; for example, they show visitors and prospective

parents around the school, read with younger school-mates and look after incoming Reception children when they join the school.

33. Provision for pupils' cultural development is good. Pupils are encouraged to appreciate a diverse range of music and art and undertake a wide range of visits to nearby places of interest in and around London. These include the British Museum, art galleries and the historic sites such as The Golden Hynde. Theatre groups, an artist in residence and a sculptor have also visited and they have helped pupils to recognise, appreciate and nurture their particular gifts and talents. Pupils are exposed to a wide variety of influences that have helped to shape Western civilisation but their preparation for life in a multicultural society is less well developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. All members of staff work very closely as a team and share a wholehearted and sincere commitment to pupils' wellbeing. Child protection procedures are good, and members of staff are very clear about their responsibilities. The standard of personal support and guidance provided is good and the time that pupils spend at school is happy and enjoyable. This helps to put pupils in a position where they work hard and do their very best. Parents of children joining Reception receive a very warm welcome when shown around the school by pupils in Year 6. Their induction into the school is sensitive and thoughtful and this helps them to settle in quickly. Procedures for health and safety are good and local education authority requirements are met. Procedures to promote good behaviour are effective and attendance is closely monitored. The monitoring of pupils' personal development is largely informal, but nevertheless effective. Pupils understand the need for precautions when using the Internet and the local education authority provides an adequate filter. The school has not yet formalised an Internet safety policy within the school as advised nationally. The strengths identified in the previous inspection have been maintained, and there has been improvement in aspects of care, such as child protection procedures. Assessment procedures continue to be satisfactory.
35. The school is keen to recognise and celebrate pupils' academic success and teachers are very quick to praise pupils' efforts and achievements. The school's procedures for assessing pupils' attainment and progress are satisfactory. These are fully established in English, mathematics and science. The school recognises that these processes for other subjects require development. Some progress has already been made to develop assessment in the style given in the national guidance, for example in ICT. The school also uses optional tests in English and mathematics at the end of Years 3 to 5. Whilst the teachers use their first-hand knowledge of achievement and the results of optional tests of each pupil for setting individual targets in English and mathematics, the overall use of assessment information is unsatisfactory. Teachers do not share these targets with pupils sufficiently or involve them in evaluating their progress against the targets set. A useful chart to show progression for each pupil in the class is in an embryonic stage of development.
36. Procedures for child protection and ensuring the welfare of pupils who have special educational needs are good overall. Records are well maintained and organised by the special educational needs manager and are securely stored. Monitoring procedures for pupils with special educational needs across the school are satisfactory, although dispersed amongst several pieces of paperwork. These are not linked closely enough to form clear individual education plans. Regular termly review procedures take place when progress is carefully monitored. Procedures are well supported by appropriate help from outside agencies, such as the educational psychologist, the medical services,

behavioural support services and speech and language service. Initial, and subsequent, assessment takes place for Reception children and results are used well to identify those with learning difficulties. The special educational needs manager has also recently introduced clear procedures for identifying those in Reception and Year 1 and these are to be extended across other years. Across all years, regular assessments in English, reading and mathematics are undertaken on all pupils and the information is used soundly to identify pupils with learning difficulties, provide suitable support and monitor and track their progress. Support staff have a sound awareness of pupils' targets and are suitably involved and consulted at the review stage. Although the main focus of special educational needs support is for learning difficulties associated with literacy and behaviour, there is also good support for mathematics. All pupils identified as having special educational needs have individual targets, although the quality varies from class to class. Targets are not always sufficiently clear or attainable and there is little direct reference made to them in teachers' lesson planning. Scrutiny of previous plans shows that progress is made in reaching and modifying targets. Satisfactory review procedures are carried out termly or sooner if necessary and parents are invited to attend and discuss new targets.

37. Procedures for monitoring and promoting good behaviour are effective. At the start of the school year, each class decides upon their own set of class rules and these high expectations form the cornerstone of school life. Teachers are very consistent in the way they promote good behaviour and pupils know exactly what they can and cannot get away with. Pupils think the system is effective and very fair; they are delighted to have their efforts recognised by the award of house points. These are added up each week and the winning house is recognised and applauded during the weekly achievement assembly. Pupils say that those who misbehave are managed firmly but very fairly and that the procedures for eliminating bullying and other oppressive behaviour work well. There are very few children for whom English is an additional language and the level of racial harmony is excellent. This is a testament to the school's very successful systems for ensuring that pupils of all ages and ethnic origin are included in all aspects of school life.
38. Procedures for monitoring pupils' personal development are informal, but effective. Comprehensive records are kept of each pupil's behaviour and attendance, along with details of their academic progress. In addition, relationships between pupils and members of staff are very good and teachers are very sensitive to pupils' 'ups and downs'. This helps to ensure that teachers are very well placed to spot any emerging personal or academic problems and deal with them at an early stage.
39. Procedures for monitoring and improving attendance are effective. Teachers complete the class registers carefully and absences are closely followed up. Although the school regularly reminds parents of the importance of regular attendance and discourages them from booking holidays during the term, a significant proportion of parents continue to do so. This means that their children miss out on the work that is undertaken by the rest of the class and this could put them at a disadvantage in the future.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The previous inspection found that there was an effective partnership between home and school and reported that parents provided generous practical and financial support. During the intervening five years, links have strengthened further and they are now very effective. Parents make a very good contribution to their children's learning and their support and encouragement spur their children on to work hard and to do their very best. Well over half of the pre-inspection questionnaires were returned; this is a very

high rate of return and confirms the keen interest parents have in their children's education. The overwhelming majority of those who voiced an opinion indicate that they are very pleased with almost every aspect of the school's work and there is very little they would like to change. This high level of satisfaction is reflected by comments made by the small number of parents who attended the pre-inspection meeting. Inspectors agree with parents' very positive views. In fact, there is only one area that causes any concern; around one in six of those who returned their questionnaire is dissatisfied with the range of extra-curricular activities provided. Inspectors disagree; they feel that the range of activities offered is very good compared with other schools that serve pupils of this age.

41. The school is very pro-active in its efforts to involve and inform parents and they clearly appreciate this warm and welcoming approach. Parents indicate that members of staff are very approachable and they are confident that this school has high expectations for their children. Parents receive very good information about day-to-day school life and the website provides lots of useful background information about the wide range of activities provided. Regular newsletters inform parents about the work their children are undertaking and they also provide plenty of hints and tips on how parents can help their children at home. The school runs regular information meetings on topics such as the teaching of English, mathematics and the National Curriculum tests that take place in Years 2 and 6. These sessions are very well attended, as are the biannual consultation evenings. Parents make good use of the home/school books and the majority regularly hear their children read at home. These factors all combine to ensure that pupils receive very good support in their learning and this is reflected in the consistently good progress they make from the moment they arrive in Reception. Pupils' annual written reports include detailed information about what they can and cannot do, but do not always give parents a sufficiently clear idea as to how their children are getting on compared to their peers elsewhere.
42. Procedures for parents or carers to be involved in the identification, assessment and review of those pupils with special educational needs are satisfactory. They are invited to be involved in the target-setting process during specific review meetings with the class teacher. However, they do not always receive a written copy of the targets or support programme so that they can give appropriate help at home. Informal meetings with parents or carers often take place before and after school but details of these are not formally recorded.
43. A committee of dedicated volunteers runs the parent teacher association, which organises a wide range of social and fund-raising activities, such as quizzes and the Christmas and summer fairs. Substantial amounts of money are raised and funds have recently been used to provide the external play equipment and to set up the well-equipped computer suite. Parents also publish a useful and very informative 'Landscape' booklet; this is distributed free of charge within the local area and includes details of a very wide range of community and commercial organisations.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The headteacher is well experienced and provides strong and inspirational leadership for the school, which results in the positive approach and commitment to succeed shown by staff. Important decisions are made in consultation with the senior management team, staff and governors. This has enabled the school to make good improvements since the previous inspection and raise pupils' standards of attainment by Year 6 in English, mathematics and science, whilst also maintaining the good and very good features of the school. Although some aspects of curricular leadership are

not sufficiently developed, overall, the high level of commitment and expertise of staff results in a very good capacity for future improvements. Leadership and management of the school are good overall. The school ensures its pupils experience a good education and provides very good value for money.

45. The headteacher is well supported by the deputy headteacher, senior management team and the staff. There is a very good commitment to raise standards and improve the school. The deputy headteacher makes a good contribution to the school and is highly valued by staff and governors. However, she does not have sufficient time out of the classroom to use her skills effectively enough to support the management of the school. The school's aims and values are very well reflected in its work. The day-to-day management of the school is effective and the school runs smoothly.
46. Good monitoring and evaluation of the school's performance, especially by the headteacher and senior management team, help the school identify areas for further improvement and to take effective action. There is satisfactory monitoring of the teaching of English and mathematics but not of all other subjects. Much of the monitoring of teaching and the curriculum is appropriately incorporated into performance management procedures, which are well documented and include targets for improvement. There is good analysis of test results and systems for tracking pupils' attainment and progress in English and mathematics. This information is used very well to secure improvements in standards. Subject co-ordinators generally provide good leadership, for example the literacy and numeracy co-ordinators provide a clear direction for these areas. However, for subjects, except English and mathematics, there are no formal procedures for co-ordinators to monitor standards of attainment or the quality of planning, teaching and learning. Co-ordinators are hardworking, conscientious teachers, who freely give advice to other teachers on a consultative basis but this is not sufficient to ensure that standards are maintained if difficulties arise. The school development plan reflects the school's current priorities and is written with the consultation of the senior management team and governors. However, this plan does not record the school's future aspirations, although these are often discussed informally. It does not include sufficient measurable success criteria or those that record the intended impact of planned actions. Responsibilities for monitoring and evaluating the plan are not clear. This document is not used regularly by all staff and governors so it is not as effective as it should be.
47. The special educational needs manager is relatively new to the post and is keen and enthusiastic. She provides sound leadership and management of this area of provision and, although not full time, manages her time effectively between teaching groups of pupils and management responsibilities. She monitors targets written by class teachers and writes the support plans. She has a sound understanding of what needs to be done to improve provision and is beginning to introduce new initiatives, such as a comprehensive identification sheet in Reception and Year 1 and a special educational needs folder. She is knowledgeable, conscientious and committed and provides good support to teaching and support staff overall. However, paperwork, including targets, support plans and review procedures, are not drawn together in one document, with clear success criteria, to form an individual education plan.
48. Governors' contribution to the school is good overall. They are very supportive of the school and many of them visit regularly. Governors have a good understanding of the school's strengths and are committed to maintain these. They have contributed to shaping the direction of the school through their involvement in securing significant improvements in the school building. However, their contribution to improvement planning is consultative rather than innovative. All governors participate in appropriate

committees and ensure that their statutory obligations are discharged effectively through this committee structure. All governors are committed to the future of the school in the local community.

49. The strategic use of resources and the use of all grants are carefully controlled and monitored. The finance committee, in conjunction with school finance staff and the headteacher, sets the annual budget. It is properly monitored throughout the year and reports are made to the full governing body. Special funding for designated projects is budgeted and monitored to ensure proper use and to obtain maximum benefit; for example, a capital fund was accumulated over three years and used towards the computer suite. Funding for special educational needs is used effectively and appropriately. The school also provides funds from the general school budget to maintain sufficient learning support staff. The financial planning in the annual budget supports the educational priorities of the school well and there is a financial plan to support longer-term school aims. Governors have prudently retained a substantial contingency sum so that they can maintain staffing levels in a climate of falling income. The governors understand the principles of best value and have a suitable policy to ensure that these principles are applied effectively. Governors compare the school's performance with similar schools, consult with parents and ensure that they are kept fully informed of pupils' achievements so that standards continue to rise.
50. The induction of staff new to the school is effective. Teachers new to the school, including newly qualified teachers, are paired with experienced staff to support them with their planning and organisation. New teachers report that their induction was comprehensive and effective. The school has sufficient teachers to deliver the National Curriculum. The number of pupils in each class in Years 3 to 6, however, is high and the overall ratio of teachers to pupils is low compared to the national average. There are also few classroom support staff compared with schools elsewhere. Teachers have a good overall level of expertise and areas of particular strength are English, mathematics and design and technology. In addition, visiting peripatetic teachers support the teaching of music very well.
51. The previous inspection identified shortcomings in the accommodation that was used for the pupils in the lower school, from Reception to Year 2. There has since been a major building programme and the overall adequacy of the accommodation is now satisfactory. A large new extension has replaced the original hatted accommodation and has provided pupils in the lower school with spacious and airy new classrooms. Children in Reception also have a new outdoor area that has been fitted out with attractive, wooden adventure play equipment. The spacious new dining hall is also used for lessons, including physical education and assemblies. The original hall has been converted into a modern computer suite and a suite of music rooms. Accommodation for music is now outstandingly good and there are several smaller rooms that are used for peripatetic lessons or small-group work. However, there continue to be shortcomings with the accommodation for the older pupils. These classes are large and there is limited freedom of movement during practical lessons, for example during science and design and technology. Teachers find it difficult to circulate and, in order to alleviate the congestion, corridors are sometimes used for groups undertaking practical work. The school is very clean and this is a reflection of care taken by the pupils and the hard work of the site management and cleaning staff.
52. A good range of resources supports the curriculum effectively and caters well for the range of pupils. In particular, the well-stocked library supports the development of pupils' literacy skills well and provides a good source of information for other subjects. The range of musical instruments is used effectively to extend pupils' skills. The recent

building programme has helped to provide a good range of physical education equipment in the hall. There is a good range of accessible resources to support pupils with special educational needs. These are well organised and readily accessible in the special educational needs support room.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. Owing to limited amounts of time available, the management roles of the subject co-ordinators and deputy headteacher are not always sufficiently well developed. The range of assessment procedures for subjects, other than English, mathematics and science, is relatively limited and information is not used sufficiently to aid planning and to help pupils understand their individual targets.

54. In order to improve standards further, the headteacher, staff and governors should:

- a) Develop further the management roles of subject co-ordinators and the deputy headteacher by:
- investigating ways in which the deputy headteacher can have additional time to extend her leadership and management roles;
 - developing procedures by which all subject co-ordinators are able to monitor and evaluate achievement, teaching and learning.

(Para refs: 26, 44, 45, 46, 76, 87, 91, 107, 111, 120, 126)

- b) Increase the range of assessment information collected and use it more extensively to aid planning and set individual targets by:
- developing manageable assessment procedures across all subjects;
 - using the information gained to help planning and in identifying individual targets which are shared fully with pupils.

(Para refs: 18, 19, 25, 35, 36, 47, 57, 75, 81, 100, 106, 126)

In addition, the following minor areas should be considered for inclusion in the governors' action plan.

- Continue to develop the use of ICT to aid learning across other subjects of the curriculum, and ensure the progress evident results in attainment by Year 6 reaching the standard expected.
- Improve the quality of individual educational plans for pupils with special educational needs so that targets, methods to be used and success criteria are clearer.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	91
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	26	47	13	0	0	0
Percentage	5.5	28.6	51.6	14.3	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	444
Number of full-time pupils known to be eligible for free school meals	N/A	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	8
Number of pupils on the school's special educational needs register	N/A	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	32	28	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	25	30
	Girls	26	27	28
	Total	55	52	58
Percentage of pupils at NC level 2 or above	School	92 (90)	87 (77)	97 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	30	29
	Girls	27	28	28
	Total	53	58	57
Percentage of pupils at NC level 2 or above	School	88 (87)	97 (93)	95 (88)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	34	32	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	31	33
	Girls	31	26	32
	Total	60	57	55
Percentage of pupils at NC level 4 or above	School	91 (87)	86 (81)	98 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	32	34
	Girls	31	28	32
	Total	61	60	66
Percentage of pupils at NC level 4 or above	School	92 (81)	91 (91)	100 (97)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	357	0	0
White - Irish	1	0	0
White - any other White background	3	0	0
Mixed - White and Black Caribbean	4	0	0
Mixed - White and Black African	0	0	0
Mixed - White and Asian	1	0	0
Mixed - any other mixed background	5	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British - Bangladeshi	3	0	0
Asian or Asian British - any other Asian background	0	0	0
Black or Black British - Caribbean	2	0	0
Black or Black British - African	1	0	0
Black or Black British - any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	43	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)	15.2
Number of pupils per qualified teacher	29.2
Average class size	31.7

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	118

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	9.0
Number of teachers appointed to the school during the last two years	7.6

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

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	1,023,913
Total expenditure	1,098,026
Expenditure per pupil	2,473
Balance brought forward from previous year	131,623
Balance carried forward to next year	57,510

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	444
Number of questionnaires returned	283

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	4	0	0
My child is making good progress in school.	51	45	4	0	1
Behaviour in the school is good.	51	47	1	0	1
My child gets the right amount of work to do at home.	36	50	12	1	1
The teaching is good.	57	39	3	0	1
I am kept well informed about how my child is getting on.	36	53	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	65	32	2	0	1
The school expects my child to work hard and achieve his or her best	59	38	2	0	1
The school works closely with parents.	41	47	7	2	2
The school is well led and managed.	69	29	2	0	1
The school is helping my child become mature and responsible.	56	41	1	0	1
The school provides an interesting range of activities outside lessons.	35	41	12	4	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. The attainment of children as they start school is close to the average but, in the past, there have been variations between year groups. The good progress they make means that most will reach, and some will exceed, the early learning goals by the end of Reception. Children enter the school in the September and January of the year when they are aged five; the older children at the start of the year and the younger children in January. They attend full time. A stimulating curriculum that promotes all the areas of learning enables these young children to achieve well. There is good provision for the very few children for whom English is an additional language. In the present group of children, good teaching enables them to take a full part in all activities, mix well with other children and, after less than a year in school, speak clearly and confidently in complete sentences. The provision for children with special educational needs is also good. These children are supported well in lessons and during outside activities. The well-planned learning opportunities for these children enable them to make good progress. There is good liaison with local playgroups, and staff make regular visits. Children and their parents make two visits during the term prior to admission and this results in a smooth transition into school.
56. The attainment of the present cohort of children is above expectations. Children's progress in the Foundation Stage is good. Children are on target to attain standards that are above the national expectations for their age in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and creative development. They are in line with expectations in mathematical and physical development. Standards in the Foundation Stage have improved since the last inspection when they were mainly in line with national expectations, and progress in all areas of learning, except creative development, was unsatisfactory. The key issue of improving the quality of teaching in Reception has been fully rectified.
57. Teaching is consistently good for all areas of learning and sometimes it is very good. The teachers and the assistants form an effective team, both in the planning and teaching of the curriculum. They interact very well with the children in the lessons and informally, for example in outdoor activities. Staff are skilled at teaching young children, imparting knowledge and giving them opportunities to investigate and experiment. Good use is made of the outdoor area and other school facilities, such as the computer suite and the hall, to enhance children's learning. Thorough assessment procedures are being established which enable staff to keep close track of children's progress.

Personal, social and emotional development

58. In all aspects of their personal, social and emotional development, children make very good progress from a below average starting point and they are on course to exceed expectations by the end of Reception. Personal, social and emotional development is strongly promoted through all areas of learning. Teachers use praise and encouragement effectively to teach children to listen, to follow instructions, to share, to take turns and not to call out or speak when someone else is talking. Staff are continuously reinforcing this acceptable behaviour and the children respond very well to their high expectations. School routines are established well and children are secure with the format of the day. Towards the end of sessions, they tidy up without the need for constant reminders. They confidently move about the school and integrate with older pupils, for example when playing outside in the playground. They willingly share

equipment with their classmates and look at books together. Children co-operate very well with each other in role-play and during outdoor sessions on the climbing equipment. The quality of teaching is very good. Social skills are discussed with the children and they are well aware of the code of behaviour. There are high expectations that children will treat each other with kindness and respect and play safely together. Role models presented by adults are excellent. Good behaviour is rewarded by consistent and appropriate use of praise and this helps children develop a positive view of right and wrong and self-control.

59. Adults ensure that the activities provided are interesting and varied for children, for example by including short play or outdoor activities during literacy and numeracy lessons. This enables children who have shorter attention spans and those with special educational needs to become involved quickly and to maintain concentration. Children are given many opportunities to take responsibility, such as taking the register to the office. Good opportunities are provided for children to talk about their feelings and care is taken to ensure that children feel secure and happy in their school environment. Older pupils help these young children to feel secure by befriending them around the school and in the playground.

Communication, language and literacy

60. Communication, language and literacy skills are developed well through an appropriately adapted literacy hour as well as informally. Lessons are well planned and the quality of the teaching is good. During a lesson focusing on reading and writing skills, the children were highly motivated as the teacher used a hen puppet to help with the reading of the story of 'Snow White Hen'. The children made good progress in spelling words rhyming with hen and helped the teacher to write these on the whiteboard. During this activity, the wide range of speaking skills was apparent; many children spoke clearly and audibly using a broad vocabulary. In another lesson, the teacher challenged the reading abilities of more able children by involving them in reading sentences from the story 'Pig is Stuck'. On the second reading of the story, all children made a good attempt at reading it, with many using good expression. Most children recognised many familiar words and repeated phrases. Generally, the standard of reading is above expectations. Nearly all children attempt to write their own sentences. More able children make good attempts at spelling words using their knowledge of sounds. In a literacy lesson, a group of children recorded their own sentences in animal books. One child was very pleased when he found the word 'cow' in a simple dictionary and wrote this in his book. More able children used their word- building skills to attempt more difficult words such as 'together'. Children willingly helped each other with spelling words, proudly sharing words that they knew. They take books home to share with parents and carers to develop their literacy skills. They are enthusiastic readers and show enjoyment of books. Less able children share books together enthusiastically, telling the story to each other from the pictures. Children speak with confidence during whole-class sessions and listen well to the teacher and each other.

Mathematical development

61. The quality of teaching is good, enabling children to make good progress during lessons. Well-supported activities are provided that ensure that time is used effectively throughout the sessions. Relevant conversations, using the correct mathematical language, such as the vocabulary of position 'on top of', stimulate children to think about their tasks and extend their learning.

62. There was a brisk pace to a lesson on time. The mental starter focused on counting up to 10 and then extended this to include the numbers 11 and 12. Children then applied this skill when counting the numbers on a clock face. They gained a good understanding of a clock by ordering the numbers and sticking them on a paper plate clock. They then quickly acquired the skill of placing the hands in the correct positions to record 'o'clock' times. Children add numbers within 10 and many count reliably to 20. They are learning to use the correct mathematical language such as 'bigger than' and 'add one more'. Their counting skills are helped by interesting activities such as recording numbers in glue and sand after counting accurately.

Knowledge and understanding of the world

63. The quality of teaching is good. During a good lesson, the teacher provided an interesting range of activities, including making habitats for different animals following a farm visit. While showing their work to the class, children demonstrated a clear understanding of the needs of their chosen animal, including shelter, food and water. Children know the names of animal homes, such as 'stable' and 'sty', and use the vocabulary when telling stories to each other using a storyboard. Children group creatures choosing their own criteria, for example 'those that can fly' or 'those with long ears'. They learn about plants from growing a variety of different plants, such as tomatoes, and caring for them. They make their own drawings of how a seed grows. Children have well-developed computer skills. They use the laptops in the computer suite with confidence. They use a mouse accurately to draw their favourite animal, changing the colour and size of the pen tool and filling in blocks of colour. They complete their work by typing a title and adding their names. Children also enjoy using the computer in their class regularly to support their learning in several areas. Children have good mouse skills and use the 'click and drag' technique effectively to turn the pages on a book on the screen. Children used a variety of different joining techniques well to make 'wiggly snakes'. They used hole punches and joined card together with string or treasury tags, used a stapler carefully, applied split pins to secure a moving joint and applied glue carefully to make a successful join. During a very good lesson, children showed their awareness of the needs of others through their descriptions of special things in their lives. They learn about Bible stories and show an understanding of being unique and special.

Physical development

64. The children have daily opportunities to exercise, weather permitting, using the outdoor equipment, a good range of climbing apparatus, large construction sets and wheeled toys. During a lesson in the hall, children showed that they could climb onto apparatus safely and were aware of the need to bend their knees when jumping off apparatus. Children used space appropriately and showed a good awareness of the proximity of others. In the classroom, they are encouraged to use a variety of tools safely. They use scissors accurately and some children cut out quite intricate shapes. They make objects with malleable materials, for example using play-dough to make a model farmer for an animal habitat. Children enjoy using construction toys and join cubes, links and elephant counters together to help develop their counting skills. As a result of the good teaching, the children are on track to achieve the early learning goals by the end of the year. However, some planned activities have to be curtailed during inclement weather because there is no covered outdoor area.

Creative development

65. Every day, the children are provided with good learning opportunities to paint, draw, cut and stick. Areas of learning are well linked, for example pupils designed an animal habitat modelled with play-dough, chose from a variety of papers, dried grasses and materials and made models that they were proud of. Children have experienced a wide variety of techniques and their paintings show good form and use of colour. Their drawings of 'night and day' during a lesson on time showed their appreciation of light and dark colours. Children's paintings have recognisable objects and living things, and more able children show good detail in facial or animal features. Blocks of colour are used to good effect. Children use their imagination very well during role-play activities. They invent their own stories and use different voices for the characters they portray. Teachers involve children in role-play during lessons to bring stories to life, for example being the shepherd and sheep during a Bible story.
66. Children are learning a wide repertoire of songs that are sung in the classroom and during the lessons in the music room. The standards in music are very high for the age of the children. They sing tunefully songs such as 'Good Day'. Children have listened to several instruments played 'live' for them. They name a good number of instruments, such as the flute and violin, and understand how sounds are made on different instruments. They are very interested when their teacher shows them a trumpet and plays for them. They name other brass instruments. Nearly all children maintain a steady beat. They repeat rhythms of increasing complexity and some children maintain a repeated rhythm, including their name in the pattern. Children show their enjoyment when singing their own version of 'Old MacDonald'. This was a particularly rewarding experience for a child with special educational needs when he chose a donkey puppet and led the animal sounds section of the song. The children were delighted when they listened to the guitar group playing 'Old MacDonald' during an assembly and they spontaneously joined in singing the song. The wide variety of carefully-planned, creative opportunities and the very good quality of the teaching enable children to exceed the expectations for their age.

ENGLISH

67. Attainment in English is above average at the end of Year 2. In recent National Curriculum tests, there was little difference in the performance of boys and girls in reading, but girls performed better than boys in writing. Inspection evidence, information from the school's assessment systems and provisional results from the 2003 tests indicate that standards are above average overall, with particular strengths in speaking and listening. This is a similar picture to that seen at the time of the last inspection. Most pupils are achieving well and they make good progress.
68. Attainment is well above average at the end of Year 6. In the 2002 National Curriculum tests, boys performed slightly better than girls. Inspection evidence, unconfirmed results of the 2003 English tests and the school's assessment procedures indicate that standards of work in the current Year 6 continue to be well above average. Given these pupils' starting points and the high number identified as having special educational needs, pupils are achieving well. Trends over time show that standards are continuing to rise at better than the national average rate despite a drop in 2001.
69. By the end of Years 2 and 6, standards in speaking and listening are above, and for a significant number, well above that expected nationally. The school places much emphasis on speaking and listening and drama activities and this is reflected in pupils' standards. Each class has a weekly drama lesson that provides very good opportunities

for role-play. Pupils enjoy these activities as witnessed during a Year 2 lesson when pupils showed they had listened carefully to their teachers through their actions about life as a pirate. Year 5 pupils became fully engrossed in acting out a shopping scene in an Aztec market linked to their history topic. Most pupils adapt to roles very well and talk confidently in different situations, communicating their ideas clearly using a wide and varied vocabulary. Most Year 6 pupils paid close attention to what others said during discussions about relationships in an English lesson and asked good-quality questions to develop their ideas and those of others. In all classes, pupils know that their contributions will be valued and the very good relationships develop pupils' self-confidence and self-esteem very well. In subjects such as science and mathematics, teachers' focus on subject vocabulary ensures that all pupils make confident use of technical vocabulary.

70. By the end of Year 2, attainment in reading is above average overall. Most pupils enjoy reading and are keen to take books home regularly to practise. Many parents give good support by encouraging and listening to their children read at home. In Years 1 and 2, there is a good focus from teachers on developing pupils' knowledge of letter sounds, which they use well to work out words that are unfamiliar. Higher attaining pupils use expression and intonation effectively to make their reading more interesting. They show good understanding of the key points of what they read, and talk about the main plot and characters. They are developing good strategies when reading unfamiliar words. Average attaining pupils show a good knowledge of the sounds associated with letters and this is helping them to read unfamiliar words. They recognise and read most of the Year 2 words and talk confidently about incidents in their reading books. Lower attaining pupils talk about events or ideas in stories that they have read or heard and comment on features such as good and bad characters. They use their knowledge of letter sounds to split up words into small parts to help them read unknown words. Most pupils read confidently with good expression and, by Year 6, attainment is well above average. Most understand the purpose of contents, index and glossary, and retrieve information from non-fiction books confidently. Higher attaining pupils are developing a critical appreciation of a range of books, texts and authors from their weekly library visits and the range of guided reading books they use. They confidently discuss plots and characters from books they have read and talk about the styles of favourite authors.
71. By the end of Year 2, standards in writing, spelling and grammar are broadly average. This level of attainment indicates good achievement when these pupils' skills on starting school are taken into account. Higher attaining pupils organise their writing with a clear beginning, middle and ending. Sentences are correctly punctuated with full stops and capital letters. There is some use of connectives to join sentences together and also of adjectives and adverbs to make writing more interesting. Average attaining pupils show some use of full stops and capital letters and writing is beginning to be organised with most common words spelt correctly. Lower attaining pupils write simple sentences and show some awareness of punctuation. Writing is usually legible and simple words are spelt correctly. By Year 6, standards in writing and spelling are well above average and most pupils have made good progress in their learning through the wide range of opportunities provided. Most Year 6 pupils' writing is well organised and well structured, so that events are clearly connected. Many pupils write very imaginatively, making good use of vocabulary, including adjectives and adverbs, to make their writing interesting. Sentences are grammatically correct and properly punctuated with full stops, commas, speech and question marks. Most words are correctly spelt and most pupils have developed a legible and joined flowing style of handwriting, taking a pride in their work.
72. The quality of teaching seen ranged between satisfactory and very good, with almost all lessons seen being good or very good. Teaching was good overall in Years 1 and 2 and

very good in Years 3 to 6. Teaching in Years 5 and 6 was consistently very good. Teachers' planning is consistently good across the school and provides effective guidance for weekly and daily planning and for delivering lessons in line with the recommendations of the National Literacy Strategy. Teachers of similar aged classes plan carefully together to ensure pupils receive the same experiences. However, there is a weakness in the lack of planning for different groups of pupils, so that activities are not always closely matched to their needs. Lessons usually begin briskly and pupils are well motivated. Most teachers clearly share the purpose of the lesson with pupils so that they are fully aware of what they are doing and learning. Most teachers have high expectations so that pupils are focused, but sometimes lesson introductions are too long and pupils start to lose interest. Pupils identified as having special educational needs are effectively included in all lessons and get good support from teachers and classroom assistants. Activities are usually well managed by teachers so that pupils' attitudes and behaviour are usually very good. Very good relationships are a very strong feature of most lessons and this results in most pupils enjoying lessons and working hard. Good, brisk, challenging and pupil-directed questioning is a key feature of the most successful lessons. However, questioning is not a strength overall, with some teachers only asking those pupils who put their hands up and waiting too long for answers, which slows the pace of the lesson and pupils' learning. Teachers make good use of the materials and resources, such as shared and guided reading materials and whiteboards to stimulate learning. However, the concluding part of lessons is not always used effectively for pupils to discuss and reflect on what they have learnt, with these sessions being too short and lacking in focus.

73. Lower attaining pupils are well supported through initiatives such as Early Literacy Support for younger pupils and Additional and Further Literacy Support for older pupils. Teachers work hard, often giving time up during lunchtime to hear pupils read. Pupils choose their own books from a graded selection and most receive guidance from teachers in the choice. Guided and shared reading sessions are used well to develop pupils' reading skills and pupils with special educational needs are well supported. However, teachers' questioning is not always used effectively to develop pupils' understanding and to encourage them to talk about what they are reading. The library is used effectively to develop library and research skills and each class visits weekly.
74. Improving standards of writing for boys is a school priority and, in general, this aspect is taught well. However, there are missed opportunities, especially in history, geography and religious education, for pupils to write imaginatively and at length. Handwriting sessions are used well to improve shape, space and consistent letter size, although the modelling of good handwriting by teachers in board work is inconsistent across the school. ICT is not used enough to consolidate and extend pupils' literacy skills.
75. Assessment procedures are satisfactory. The school has sound systems for assessing pupils' attainment and tracking their progress. Regular testing provides information on progress and the results are used to set targets in terms of National Curriculum levels. Some teachers provide pupils with individual learning targets but these are not monitored on a regular or rigorous basis. Targets are not always specific and pupils' knowledge of them varies. Teachers regularly mark books and there are supportive comments but these do not usually give pupils a clear indication of how they can improve, except in Year 6. Monitoring of reading is satisfactory overall. Records for guided reading sessions are in place but not always sufficiently evaluative. There is no consistent approach to monitoring pupils' reading diaries or promoting dialogue with parents.

76. Leadership by the subject manager is good, although she has insufficient time to monitor standards, teaching and learning to identify strengths and weaknesses. She has a clear understanding of what needs to be done to continue to raise standards and provides good support to colleagues. She has undertaken some observations of teaching, although these are not sufficiently evaluative and opportunities to follow up monitoring activities are limited. There is a good range of literacy resources and guided reading books to support teaching and learning and these are used well. The school provides a very rich, varied and broad curriculum. The library area is well equipped and organised and used very well with weekly class visits. Since the last inspection, the quality of teaching is even better and the school has improved Year 6 pupils' attainment in English, especially in writing.

MATHEMATICS

77. Attainment by Year 2 is average. This is lower than that found in the previous inspection. Standards at that time were above average. By Year 6, attainment is above average as it was at the time of previous inspection. The school has maintained above average standards in Year 6 in the recent years. Boys and girls attain similar standards. Pupils with special educational needs make good progress because of good support provided. Pupils' achievement is good overall as a result of good teaching and learning. Pupils' attitude to learning mathematics and their behaviour in lessons are very good. These make a significant contribution to creating a good ethos for learning.
78. By the end of Year 2, pupils' standards in number and algebra are above average. Standards in other areas of mathematics are average. Pupils recall addition and subtraction facts to 20. Average attaining pupils draw bar charts, for example, showing animals that pupils in different classes would like to stroke and interpret the information correctly. Higher attaining pupils adjust the scales to reduce the bar graph to fit the page. They separate numbers into tens and units to add numbers such as $47+5$. They use mathematical names of common two- and three-dimensional shapes and describe their properties such as the number of sides. They use metric measures of length correctly. By the end of Year 6, standards in number and algebra are higher than other areas of mathematics. Pupils know multiplication facts up to 10×10 . Division facts that correspond to these, however, are less secure because of insufficient focus on inverse relationships. They add and subtract decimals to two places. In solving problems, pupils use all four operations correctly. Pupils carry out column addition and subtraction of positive numbers less than 10000. Higher attaining pupils reduce a fraction to its simplest form and solve simple problems involving ratio and proportion. Pupils find perimeters and areas of simple shapes and use the notations correctly. They understand and use the mode and median of a set of data. A significant proportion of pupils are beginning to understand the relationship between the radius, diameter and circumference of a circle.
79. Learning and achievement in Years 1 and 2 are satisfactory because of satisfactory teaching. When teaching is good or better in Years 1 and 2, teachers provide good intellectual stimulus to keep pupils working with a high level of interest and energy, and use open questions to make pupils think. Teachers have suitable expectations of pupils' work, which is tailored to meet the different needs of pupils in the class. Occasionally, not enough pupils are involved when seeking responses to questioning. Analysis of pupils' work shows excessive use of worksheets. Many of these are undated, not sequenced and filed incorrectly. This makes it hard for pupils to retrieve work and for teachers to check progression. At times, the same work is given to higher attaining pupils as to average attaining pupils. Such work does not always provide sufficient challenge to higher attaining pupils and leads to fewer pupils attaining the higher Level 3.

Management of pupils and teachers' knowledge of the subject are consistent strengths of teaching in Years 1 and 2.

80. Learning and achievement in Years 3 to 6 are good because of good teaching. Most aspects of teaching have strengths. Management of pupils is particularly strong and contributes to a good learning atmosphere. In good or very good lessons, teachers present challenging work. Pupils find such work intellectually stimulating. Use of questioning is effective, explanations are clear and productive pace of learning is maintained throughout the lesson. Lessons are well structured and organised, resulting in efficient acquisition of skills, knowledge and understanding. Asking pupils to explain, for example, how they worked out $608 \text{ minus } 397$, reinforces a range of calculation strategies. Learning through investigations, for example making measurement and working out relationships between radius, diameter and circumference, makes learning stimulating and deepens understanding by discovering patterns. Support assistants are deployed effectively to help pupils with special educational needs make good progress. Occasionally, activities are rushed. Whilst this poses no problem for the higher attaining pupils, other pupils do not learn as well as they could, for example during activities when learning to use formulae and brackets and lines of symmetry in common two-dimensional shapes. A lack of focus on work such as inverse relationships makes grasp of division more difficult for pupils.
81. Leadership and management of the subject are good. The co-ordinator monitors teaching and learning well. Several workshops for parents have been run successfully to help parents support their children. Optional tests are administered and results analysed to establish areas of weaknesses for example fractions, to modify the curricular planning and teaching to overcome these areas. Pupils' work is analysed and areas of concern are discussed with teachers, for example division in Years 3 to 5. Use of assessment for setting and sharing targets is not sufficiently rigorous. The National Numeracy Strategy is well established. Numeracy skills are well developed, for example in physical education and science. The use of ICT for learning mathematics, especially in Years 3 to 6, is not developed sufficiently.

SCIENCE

82. In 2002, at the end of Year 6, attainment recorded in National Curriculum tests was above the national average and similar to the average results of similar schools. Since 1998, attainment in the National Curriculum tests increased until 2000, and then declined slightly. There has been a marked improvement this year. Over the last five years, there has been no significant difference in the results of boys and girls. No significant difference is evident this year. In 2002, teacher assessments at the end of Year 2 indicated that all pupils achieved the level expected, and over a third higher than this.
83. The previous inspection found that attainment was about average by Year 2 and above average by Year 6. The school has made good progress in science, with attainment rising by both Years 2 and 6. Pupils continue to make consistently good progress. The development of pupils' scientific skills is a particular strength. The attainment of pupils currently in Year 2 is above average, and it is well above average by Year 6. Throughout the school, teaching is good and is better than previously reported, especially for Years 1 and 2.
84. During Years 1 and 2, pupils acquire good knowledge and skills, and they achieve well. By Year 2, pupils know some uses of electricity and artificial sources of light. They recognise healthy and unhealthy foods, and use bar graphs correctly to record other

pupils' favourite foods and fruits. Well-developed investigational skills helped pupils answer the question 'Are tallest children best at jumping?' Pupils' books showed good observational skills when recording the differences between plants grown in the light or dark; drawings clearly showed those grown in the dark as taller and yellow in colour. Year 1 pupils identify push and pull forces correctly and describe the properties of different materials well. There is little difference in the work of boys and girls or different groups of pupils. The work is challenging, but appropriate support and different recording methods enable all pupils, including those with special educational needs or those who are higher attaining, to make good progress.

85. Good teaching ensures that pupils in Years 3 to 6 make good progress. The work is consistently challenging and good support ensures that pupils with special educational needs achieve well. Virtually all attain the expected Level 4 by Year 6. The challenge and interest generated, including the strong attention given to developing scientific skills, ensure that a high proportion of pupils attain the higher Level 5. Year 6 pupils investigate very well the angle of reflection when light shines off a mirror. Pupils used their mathematical skills well to measure the angles accurately in degrees. Similarly good use of numeracy skills enhanced pupils' work on shadows as they recorded and then drew a line graph to show the effect of the distance from a light source on the size of the shadow. Pupils used measurements well, for instance when using Newton meters to record the force required to move an object and the effect of upthrust on an object suspended in water. Throughout Years 3 to 5, pupils progress well in developing knowledge about materials, diet, the growth of plants and the characteristics of different rocks. Pupils' understanding is helped significantly because most of the work uses a good range of practical investigations.
86. The quality of teaching is good. In a good lesson in Year 6, pupils were challenged to consider what factors might affect the swing of a pendulum and how to investigate it. The pupils appreciated the relevance of what they were doing as it was linked to a potential career as a clock repairer. In Year 3, very good teaching helped pupils understand clearly the nature of a fair test when investigating shadows. Resources are used very effectively to interest pupils, as in Year 1 when pupils were encouraged to look closely at a range of animals and note how they moved. In all lessons, relationships with, and the management of, pupils are very positive features. The quality of teaching and range of interesting science activities ensure pupils' interest and involvement. They therefore behave very well, concentrate hard and work with pace and, as a result, learning is consistently good.
87. The pupils follow a good curriculum, which has a very good balance between the development of pupils' knowledge and skills. The only minor weakness is that some skills, such as prediction, can be introduced in an inappropriate context. Literacy and numeracy are used to good effect, but the school acknowledges that the use of ICT in science needs extending. Systematic and useful assessment procedures are in place and test answers are analysed to identify trends. Science makes a good contribution to pupils' personal development, especially through the investigative work and in appreciating that experiments can give unexpected answers. The co-ordinator leads the subject well, has a good understanding of the strengths and weaknesses of the subject and supports colleagues effectively. The lack of time available limits the co-ordinator's opportunities to monitor teaching directly.

ART AND DESIGN

88. Four lessons were observed in Years 2, 4 and 6. It was not possible to observe the teaching of the subject to pupils in other years because it was planned to take place at a different time. Judgements are based on the lessons seen, scrutiny of work, displays around the school and analysis of teachers' planning. A portfolio of completed work is being developed that shows that some pupils have attained good standards of work, and pupils' sketchbooks give an indication of the good progress that was also seen in lessons. Overall, standards throughout the school are above those expected. These standards are similar to the findings of the previous inspection.
89. By the end of Year 2, pupils complete detailed observational drawings showing good pencil control and use of shading. Their imaginative and creative skills have been developed well through a range of interesting activities, recently focusing on sculpture. Pupils were inspired by watching a sculptor at work in school and they made pleasing head sculptures of their own. They watched a videotape of Barbara Hepworth at work and discussions showed their understanding of the natural shapes that she used as inspiration. Pupils worked imaginatively with cane, paper and modelling clay to create their own sculptures, which were of a high standard. By Year 4, pupils have developed their imaginative ideas even further. They used the inspiration of the good-quality digital photographs that they had taken in the school grounds to create visual dream stories. Pupils' drawings and explanations showed very good ideas developing and there were some excellent examples of detailed pencil drawings. In Year 6, pupils look carefully at a range of paintings by famous artists, such as Cezanne and Monet, and observe how shape is created through the use of light and shade. Pupils use their sketchbooks to try some of the techniques and their results are very pleasing. They use colour and shade very well and show their understanding of perspective. Pupils are given good opportunities to develop their skills through their work in other subjects. Year 6 pupils have created beautiful patterns based on Hindu designs. These show effective choice of colour, very good batik application and embellishment with beads and sequins. Art and design makes a very good contribution to pupils' spiritual development. This is seen, for example, in their imaginative paintings, appreciation of art and beautiful designs.
90. The quality of teaching was good overall in the lessons seen and very good in Year 6. In a Year 2 lesson, the teacher made time at the end of the lesson for pupils to look carefully at the work of others and evaluate their own work. Individual pieces of art were displayed on a board and pupils talked about their work. This resulted in a 'wow' of appreciation when a beautiful fantasy fish was viewed. Teachers have good subject knowledge. In another Year 2 lesson, the teacher demonstrated how to join some of the materials and showed effects that could be created with paper, such as 'quilling'. Pupils then applied these new skills to their hanging sculptures and were delighted with their creations. Teachers use inspiration well; for example, the colour and flamboyance of the Notting Hill Carnival inspired Year 6 pupils to create beautiful headdresses to a high standard, decorated with coloured foils, feathers and mock jewels. Throughout the school, teachers display pupils' work well, showing the value they place on pupils' creations; for example, the very good Viking ship models made by Year 4. Higher attaining pupils are encouraged to attend the Year 6 art club and develop their skills further. Many opportunities are provided to enhance the curriculum; for example, designing a mosaic for the playground wall and designs for the gates at the front of the school. Visitors share their artistic skills with the pupils and links are being forged with a gallery. The school is beginning to make appropriate use of ICT to enhance the subject. Teachers ensure that pupils make good use of sketchbooks for jotting down their ideas and trying test pieces.

91. The co-ordinator has very good subject knowledge and high aspirations for art and design throughout the school. She provides good leadership through her enthusiasm and support for her colleagues on a consultative basis. This has ensured that the subject remains an important part of the curriculum in spite of the recent focus on the core subjects. She has provided training for other staff on displaying pupils' work and the effectiveness of this is evident in the school. However, she does not have the opportunity to monitor the quality of pupils' work, teaching or learning in a formal manner and this is not satisfactory.

DESIGN AND TECHNOLOGY

92. Standards of attainment by Year 2 are above the national expectation. Attainment by Year 6 matches that expected nationally. Standards are rising in design and technology but this has not yet worked its way through to Year 6. Pupils' achievements are good. As no teaching in design and technology took place during the inspection in Years 2 and 6, judgements about standards have been made on the basis of retained work and discussion with both teachers and pupils.
93. In all years, class teachers deliver the National Curriculum and provide a broad curriculum, although opportunities are more restricted in Year 6, where there is a concentration of time on preparing for the end of year National Curriculum tests.
94. Throughout the school, pupils' making skills are satisfactory. Their design skills currently are satisfactory by Year 6, but better in the earlier years. For older pupils, graphic skills are not given the attention they deserve. The teaching is focusing on developing technological knowledge of mechanisms and control and getting the pupils into good habits of completing work quickly and accurately. Design work is more limited.
95. Pupils have good ideas. In Years 1 and 2, pupils rapidly develop skills that enable them to make judgements about the properties of materials and then select from them to design a new product. In Year 1 classes, for example, pupils were engaged in trying the different flavours and textures of well-known and less well-known fruits. They made judgements about what they were tasting, recording their thoughts systematically by using happy faces, and then thinking about how to combine the flavours to make an interesting fruit salad.
96. In Year 6, little of the work uses detailed sketches, annotated with words, to record three-dimensional ideas, the planning of what the different parts are and how they fit. In consequence, the practical details of how parts join together and the allowances that need to be made to enable joining have not been worked through. These, and other missing technical features, mean that pupils' practical work is not consistently at the highest standard of which they are capable. However, in Years 1 to 5, these principles are now being taught and pupils have sound knowledge on which to build with their later designs.
97. Teaching is good overall, with some very good and excellent teaching taking place, where teachers have sufficient time to develop pupils' knowledge and understanding effectively. Here, regular teaching throughout the year enables progress to be made systematically and effectively. Teaching is well prepared because the subject has an effective scheme of work. Appropriate homework is not always set, for example to encourage pupils to gain other people's views of what they are going to do and then how well they have achieved them. There is an improving set of resources, which is well used by teachers and pupils alike. Projects are interesting and excite pupils, and they

respond enthusiastically to questioning about their views on learning design and technology.

98. Learning is good in lessons. Pupils listen to their teachers well but are always waiting eagerly to get on with their work. When taught effectively, the teacher encourages pupils to share their best practice with the class, enabling the others to benefit from their experience and clear thinking. The resulting interruption to the flow of work is literally a matter of two minutes before pupils get straight back on task. Pupils then are encouraged to evaluate their own work and plan simple improvements, which they do constructively.
99. The space in some Years 5 and 6 classrooms is very small. Pupils have to work at their desks and there is insufficient room for the teacher to bring in many specialist resources. Some pupils have to work in the corridor, and it is only due to the very high standards of behaviour that teachers can allow this to happen. Pupils co-operate with each other very well on practical tasks and have very good attitudes to their work. ICT facilities are very limited in classrooms and the ICT room is not used systematically to aid recording design criteria and ideas. Owing to the support given by the class teacher, and teaching assistants when available, lower attaining pupils make satisfactory progress towards the targets set for them. Gifted pupils are able only in part to fully extend their learning and, in some classrooms, the task is not made more complex to match their greater thinking, designing and planning skills.
100. Teachers are starting to share information with each other to ensure the effective development of ideas and planning between modules. In all years, there is a sound strategy for identifying pupils' progress in lessons but it is not yet used to plan work which matches pupils' individual needs. The arrangements for recording pupils' design and technology capability are developing.
101. Design and technology is taught in the normal classrooms and the accommodation is broadly satisfactory to allow this in Years 1 to 4, but higher up the school the cramped accommodation for practical work limits the full range of materials being offered and experienced. Resources are of a good quality but need continued extension because the range is still limited, particularly of items such as kits, where the basic development of understanding of technological principles could be taught more efficiently. Teachers are developing their skills and have an improving knowledge of the subject because the co-ordinator is willing to discuss and plan their work with them. The co-ordinator for design and technology is new and has made a good start, enabling teachers to work together well in their year teams and providing structures which enable the National Curriculum to be taught more effectively.
102. At the last inspection, design and technology was satisfactory and the subject continues to show satisfactory progress, with good features. However, since then, the design workshop area within the main building, which was considered a great asset at the last inspection, has been lost and this is now restricting the range and quality of work produced at the top end of the school.

GEOGRAPHY AND HISTORY

103. It was only possible to see one history lesson and no geography lessons in Years 1 and 2, although six lessons were seen in Years 4, 5 and 6. However, scrutiny of pupils' work and discussions held with staff show that standards are above expectations in Years 2 and 6 in history and in line with expectations in geography. The strengths in history, reported at the last inspection, have been maintained. However, there has been a

decline from the above average standards in geography in Year 6 seen during the previous inspection. This is mainly because less time has been spent on the subject in recent years.

104. By Year 2, pupils know where to look for sources of information about famous people from the past and use computers to research facts about people from more recent history, such as Martin Luther King. They have a good knowledge of the personalities of Florence Nightingale and Francis Drake and understand aspects of life in the past from the study of these people's lives. Pupils know that different places in the world have contrasting climates and topography. They have studied the Maldives, Tunisia and Baffin Island. Pupils identify the British Isles on a map of the world and name the countries within it. More able pupils recognise and name some of the large landmasses, such as Australia and the Americas.
105. In Year 4, pupils learn how a coastline is formed and understand the powerful action of erosion. They present sensible arguments to support their point of view during class discussions. In Year 5, pupils show a good understanding of the importance of the rain forest and give good reasons why it should be conserved. They are very interested in finding out about the Aztec way of life. They have animated conversations about the battles between the Aztecs and the Spanish conquerors. By Year 6, pupils have studied a good range of topics in history and have a good recall of their past studies; for example, life in Victorian times. They show maturity and empathy when learning of the plight of the Jewish people in World War Two Germany. They ask their teacher probing questions about the lifestyle of Anne Frank's family. They have a good understanding of the vocabulary of the period and use words, such as 'holocaust', accurately.
106. The quality of teaching and learning is good overall in history and satisfactory in geography. Teaching is guided by the nationally recommended schemes of work and this ensures good coverage in history. However, in geography, mapping skills are not sufficiently covered by this guidance and there are some inconsistencies in pupils' learning of these skills. The history lessons have many good features, including good subject knowledge by the teachers, provoking discussions and thought by pupils to enhance their learning and very effective management of pupils. In a good Year 5 lesson, the teacher motivated the pupils by giving them cartoons about the war between the Aztecs and the Spaniards. There were good links with literacy when pupils devised headlines about the battles and wrote in the style of a newspaper report. In a good Year 6 lesson, the teacher used the overhead projector effectively to show pictures of the World War Two era and there were gasps of horror from the pupils when a picture was shown of Jewish children in a concentration camp with shaven heads. In the geography lessons, teachers planned interesting discussions and tasks to teach the subject, such as deciding why a new hotel should or should not be built on a piece of coastline. Pupils discussed the work sensibly, although the noise level was very high in one Year 4 class and distracted from the learning as the teacher had to remind pupils frequently to be quieter. Most lessons were planned to include group work but the planning did not include specific targets for the different abilities of pupils. The scrutiny of pupils' work shows that, in the main, pupils do the same work and this does not always challenge more able pupils. Teachers use ICT appropriately; for example, in Year 5, pupils used the information, downloaded from the Internet during the previous lesson, as the main source for their discussions. A range of visits enhances the curriculum. These include a residential visit that enables pupils to use their mapping skills. Pupils enjoy the visits to places such as Hampton Court. The older pupils shared their knowledge with Year 2 pupils who were researching facts about the medieval kitchen. Role-play is effectively used to support learning in history; for example, a pupil dressed up as Anne Frank and

pupils asked her about her life. There are no whole-school assessment procedures for the subjects so teachers use their own methods, which are inconsistent.

107. The subjects are enthusiastically led by experienced co-ordinators, and a less experienced teacher is benefiting from this expertise and is highly motivated to raise the profile of geography in the school. The co-ordinators have some understanding of the standards in school by talking informally to colleagues and looking at displays throughout the school. However, the co-ordinators do not have formal opportunities to monitor the quality of the planning, teaching, learning or the standards attained by pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

108. Standards in Year 2 meet the national expectations. This shows an improvement from the previous inspection when standards were below expectations. Standards in Year 6, although improving, are below those expected nationally. Year 6 pupils have not had sufficient time to benefit fully from the recent significant developments in the school's provision in ICT. Although they have made good progress recently, their attainment remains below expectations, as it was at the time of previous inspection. However, pupils' achievements in Years 1 to 6 are satisfactory because of satisfactory teaching and learning. Boys and girls make similar progress because they all engage in learning ICT with very good interest, concentration and enthusiasm. These attributes also help the pupils with special educational needs to make comparable progress.
109. By the end of Year 2, pupils use a spreadsheet correctly to enter information and produce bar charts, for example of favourite animals. They explore databases to find information about famous people, for example Florence Nightingale, Martin Luther King, Francis Drake and Walt Disney, and for doing sums and learning times-tables. They successfully plan and give instructions, one step at a time, to program a floor turtle, and describe its effects. They use drawing tools to produce pictures and word processing software to generate ideas and combine text and pictures. They know how to store and retrieve information. Year 6 pupils use the Internet and CD-Roms to interrogate and retrieve information, for example about rationing, the blitz, monsoons, Spanish armada, Tudors and kinetic energy. They produce effective multimedia presentations combining text, pictures, animation and colour for effect. They use ICT systems to control events such as traffic lights. The use of spreadsheets, creating and using databases and the use of simulations and exploring of models are below expectations.
110. The quality of teaching and learning is satisfactory. Management of pupils is a strength of teaching in most ICT lessons. This helps to create a good learning atmosphere for all pupils. Teachers monitor pupils' progress and provide necessary support. At times, several pupils request help at the same time and strategies for effective learning in such situations are not sufficiently well developed. Going to each pupil does not make the best use of lesson time for teaching and learning. Teachers' knowledge of the subject is secure. This leads to clear explanations for pupils to assimilate. However, teaching of more complex skills, such as extracting and copying information into pupils' own documents, requires more careful thought. Teachers often provide challenging work for most pupils. Occasionally, it may be too demanding or too easy for some pupils. Teachers do not always plan tasks effectively to match different learning needs of pupils in the class.
111. ICT was one of the previous key issues for the school to address. The school has improved teachers' knowledge of the subject by providing appropriate training, adopted national guidance and improved the time for direct teaching of the subject. Although there are good examples of the use of ICT in geography, history and science, its fuller

use in other subjects is still to develop. There are two further significant developments in the subject. The ICT suite, with 34 networked laptop computers, each with Internet access, has become fully operational since last December. This is providing good opportunities for pupils' learning. The school has also appointed a well-qualified ICT co-ordinator from the start of the current academic year. This has resulted in good leadership and management of the subject. The co-ordinator knows the strengths and weaknesses of the subject and has a clear vision of what needs to improve. He is providing good support to colleagues and is planning to provide seminars to parents so that they can support their children's learning more effectively. The headteacher has monitored teaching of the subject. The co-ordinator has not yet started this process because of lack of time. The pupils are aware of safety when using the Internet and the local education authority provides an adequate filter. However, the school has not formalised the Internet safety within the school as advised nationally.

MUSIC

112. In Years 2 and 6, pupils' attainment in music is in line with that expected nationally. All pupils listen well and are eager to follow the instructions of their teacher and join in appropriately. Pupils in Year 1 sang 'Row, row, row the boat', used actions to illustrate the song and simultaneously continued to sing the song well. The teacher reviewed their performance with them and then restarted the song ensuring that all pupils were doing their best. A Year 4 lesson clearly identified a time for practice and a time for performance. Pupils listened well to the new song, for which they had worked out actions, and celebrated the differences that different pairs of pupils had made in their clapping accompaniments.
113. Teaching and learning are good. Teachers teach their own class music and few are specialists. The school is fortunate in having some good musicians on the staff. There are good plans for each music lesson. Teachers know what is expected of them and they are given suitable help and encouragement to produce lessons of quality. Music is always taught enthusiastically and the evident enjoyment and importance that music plays to teachers and the whole school rub off on the pupils. Pupils are taught to develop very good listening skills. Pupils' learning, like the teaching, is at least satisfactory and most is good. Pupils follow their teachers' instructions quickly and quietly but, on occasions, an additional word is needed to bring a pupil quickly into line. In lessons, teachers often link the music lesson to what is being learnt elsewhere, such as in science, with vibration and wave theory being explored by the making of music.
114. The technical vocabulary of music is well covered in lessons and the lower attaining pupils make good progress, as does the rest of the class. Although there are sound strategies for assessing pupils' work and identifying progress, the pupils' self-evaluation skills are only being fully developed by some teachers. ICT is not used sufficiently in music. Although pupils learn to use and play a very good range of instruments from around the world, they are not given sufficient experience to hear and identify them in their cultural context, listening to the music they make there.
115. The curriculum is broad and balanced with a good range of listening, responding and compositional skills. The scheme of work is designed by the co-ordinator and it is suitably designed so that non-specialists, with appropriate training, can teach music effectively. The new music room helps the process. It is a very pleasant room that is well equipped with a good quality sound system and there is a good range of tuned and untuned percussion instruments to perform on. Pupils sing together in assemblies and practise regularly so that they can perform with sensitivity in unison or in parts, when singing rounds. The weekly music practice is led by the music co-ordinator who not only

develops good whole-school singing, but makes the activity into the daily act of collective worship as well. On the Friday of the inspection, music was an important feature of the awards assembly. It was the day when the inaugural music prize, awarded in memory of a recently deceased pupil at the school, was presented. Not only did pupils have the opportunity to celebrate their individual successes, but the group of guitar players celebrated theirs by playing a range of musical items. The whole school listened in silence, you could hear a pin drop, whilst they played. One ex-pupil returned to play for them. He was leaving the area to go and read music at university and performed for them, both in duet with the guitar teacher and solo, to give the pupils an understanding of what music meant to him and to give them inspiration.

116. Music very effectively supports pupils' spiritual, moral, social and cultural development. Pupils listen to a wide range of music and reflect on what they have heard. They work together to produce polished performances. Leadership and management are very good and, except for a shortage of the use of ICT, resources are good and appropriate. Improvement since the last inspection has been good.
117. Music plays an important part in the whole life of the school. There is a range of extra-curricular activities, including a choir and an orchestra, which perform in regular school concerts. Some pupils performed in the 'School Prom' at the Albert Hall as part of the Bromley contingent – a valued experience. The borough provides excellent support to pupils who are gifted and talented in music, or simply those who are developing an interest, by providing a high quality peripatetic service. Extremely high quality teachers provide individual or small-group tuition in a very wide range of instruments and enable pupils to make very good progress. One girl, for example, is aiming to leave the school with both violin and piano examinations passed at Grade 4, an outstanding achievement for an eleven-year-old.

PHYSICAL EDUCATION

118. The previous inspection indicated that attainment was broadly in line with the expected standard in Years 2 and 6. Teaching was at least satisfactory, and often good. By Year 2, pupils' attainment is now above that expected and good progress continues in Years 3 to 5. It was not possible to observe any physical education activities in Year 6. Teaching is good overall, with some that is very good. Pupils have very positive attitudes.
119. Pupils in Year 2 have above the expected level of skills in a range of gymnastics activities, such as climbing, balancing and moving. Very good encouragement by the teacher helped to ensure that pupils, including those with special educational needs, were praised for the quality of their work. Very good teaching helped pupils improve and make links in their work. In a very successful lesson, Year 1 pupils made very good progress in developing their dance skills, modifying them to match the time of the music well. Year 4 pupils displayed good skills in throwing and bowling a ball both overarm and underarm. Pupils responded very positively and improved their accuracy. In Year 5, very good teaching helped pupils improve their skills of throwing and catching. The teacher was very effective at making links with numeracy, such as the angle of the arm when throwing in different ways or moving anticlockwise. She also used very good subject knowledge effectively to improve throwing skills. Much was achieved in lessons because of good planning and clear explanations. In all lessons seen, pupils' interest and involvement, coupled with the pace of lessons, meant that behaviour and attitudes were almost always very good.

120. The curriculum is organised well so that all areas are developed, with a good allocation of time. Outdoor and adventurous pursuits are developed during a residential trip, and photographs suggest that Year 6 pupils achieved very well in this area. A good range of extra-curricular activities is available and supported well by pupils. These activities make a positive contribution to pupils' attainment. Assessment of pupils' skills is satisfactory. Talented individuals are encouraged to develop their skills, for instance by joining after-school clubs, school teams or specialist clubs outside of school. The subject makes a good contribution to pupils' personal development, especially with regard to working as part of a team. A temporary co-ordinator currently manages the subject. She is enthusiastic but has not had the opportunity to monitor teaching or pupils' standards. The recent building developments have improved accommodation and resources available.

RELIGIOUS EDUCATION

121. Standards in religious education are broadly in line with the expectations of the locally agreed syllabus by the end of Years 2 and 6. This is similar to those found at the time of the last inspection at Year 2. However, standards are not as high as last time at Year 6, when they were considered to be good. During the past two years, the emphasis has been on raising standards in literacy, numeracy and science and there has been little emphasis on developing religious education across the school. A revised locally agreed syllabus has very recently been introduced but has not yet had time to take effect. Achievement of pupils, including those identified with special educational needs, is satisfactory. All pupils are fully included in all activities. There is no significant difference between boys and girls.

122. Progress since the last inspection has been satisfactory overall. The policy has been revised and the subject co-ordinator has updated resources and equipment. The newly revised syllabus is currently being evaluated.

123. By Year 2, pupils develop a sound understanding of Christian life, such as christening, confirmation and marriage. They learn and know about festivals such as harvest, Christmas and Easter. They learn about Hinduism through stories of Rama and Sita and festivals such as Divali. They know a little about Buddhism through the story of the Monkey King, and Siddhartha and the Swans. They explore issues about how they feel when they are sad and when playing with their friends. They learn about how Ester saved the Jews and how the Jewish people celebrate the festival of Purim. Most have a sound knowledge and understanding of Christian religious symbols and church furniture, such as the Bible, crucifix, altar and font following their visit to a church. Children enjoy their lessons and have positive attitudes.

124. By Year 6, pupils' knowledge of Christianity, Judaism, Islam and Hinduism is similar to that expected. Pupils explain the inside of a church, identifying and describing items, such as the font, pulpit and altar, and their purpose. They know that major religions have special places of worship, such as a mosque, temple and synagogue, and holy books such as the Bible, Torah Scrolls and Qu'aran, and that these should be treated with respect. They name and explain festivals from other religions such as Hannukah, Passover and Ramadan. They know that the Bible has an Old and New Testament and talk about characters such as Moses, Noah and David. Most are aware of stories Jesus told, such as the Good Samaritan, and have looked at religious education through art. There is limited evidence of extended writing in pupils' workbooks or that lessons have been delivered on a regular basis.

125. From lessons seen, looking at pupils' books and talking to pupils, the quality of teaching is satisfactory overall, although in the few lessons seen it was good. There are inconsistencies in the depth and rigour at which some lessons are delivered. Most teachers make good use of the new locally agreed syllabus materials in planning lessons. However, these are not always delivered effectively and there is a lack of challenge in the activities pupils undertake. Planning does not always make clear what pupils are expected to do and learn and there is very little in-depth recorded work in pupils' books in Year 6. Work in other year groups is often linked to worksheets, which are undertaken by all ability groups, providing little challenge for the more able. Teachers usually introduce lessons by clearly explaining the purpose of the session so that pupils are aware of what they will be learning. Pupils are given good opportunities to talk in lessons which develops pupils' speaking and listening skills and promotes personal and social development. There is a lack of challenging and imaginative use of literacy in different ways, for example writing as a reporter or translating a story into a modern-day example so that pupils learn from religion. Resources such as videotapes, pictures and artefacts are satisfactory and used soundly to develop pupils' understanding of religions. Good use is made of visitors to the school such as the vicar and Salvation Army, although this is limited to members of the Christian faith.
126. The knowledgeable co-ordinator provides good support to colleagues and provides satisfactory leadership and management, but has no time during the school day to monitor and develop the subject. The subject has not been a priority recently and there has been no monitoring of teaching and learning to identify strengths and weaknesses. There is no focused monitoring of standards against the requirements of the locally agreed syllabus or whole-school assessment procedures to track pupils' knowledge and understanding and improve teaching. There are sound links with the local Anglican church, and the local minister and a member of another Christian organisation visit regularly to support teaching in the classrooms and undertake worship. The school has very recently adopted the good planning materials provided by the local education authority, and teachers of similar aged classes use these well to plan lessons so that pupils receive similar experiences. The co-ordinator has rightly identified the need to further develop links and visits with other faith groups to give pupils first-hand knowledge and experience. There are developing links with other subjects, such as food technology and art and design, although the use of ICT is limited. The subject makes a satisfactory contribution to pupils' personal development.