

INSPECTION REPORT

DOWNE PRIMARY SCHOOL

Downe, Orpington

LEA area: Bromley

Unique reference number: 101614

Headteacher: Mr R A Lawrence

Reporting inspector: Derek G Watts
22092

Dates of inspection: 2nd – 3rd December 2002

Inspection number: 246138

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
School address:	High Elms Road Downe Orpington Kent
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Hussey
Date of previous inspection:	2 nd – 6 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Downe Primary is a small school in the village of Downe in the London Borough of Bromley. At the time of the inspection, the school had 61 pupils on roll from Reception to Year 6. About 60 per cent of the pupils come from the village with others coming from the surrounding area. The pupils are of white British heritage and there are no pupils with English as an additional language. The proportion of pupils with special educational needs is below the national average. One pupil has a Statement of Special Educational Need and this is broadly average. Pupils' nature of special educational needs include specific and moderate learning difficulties. The percentage of pupils eligible for free school meals is below the national average. With a school with such a small intake, the attainment on entry can vary considerably from year to year but is broadly average.

HOW GOOD THE SCHOOL IS

Downe Primary is a very effective school with many strengths. By the end of Year 6, pupils attain high standards in their academic and personal development because of the very good teaching they receive and the school's very good curriculum. The headteacher leads the school very well with very good support from the assistant headteacher, subject co-ordinators and the co-ordinator of Reception, Years 1 and 2. There is a clear sense of purpose and a shared commitment to high achievement and continuous improvement among the staff and governors. The school provides good value for money.

What the school does well

- Standards are well above average in English, mathematics and science by the end of Year 6 owing to the very good quality of education pupils receive.
- Teaching is very good overall and this leads to very good learning and contributes to the high standards attained.
- The school provides a broad and balanced curriculum of a very good quality and this contributes very well to pupils' academic and personal development.
- Standards in information and communication technology (ICT) are above average by the end of Year 2 and Year 6 and ICT is used well to support teaching and learning across the curriculum. The school has made very good improvements in this area.
- Provision for pupils' spiritual, moral, social and cultural development is very good. This leads to very good pupil attitudes, very good behaviour and very good personal development.
- The very good leadership by the headteacher, assistant headteacher and subject co-ordinators, and their commitment to continuous improvement, are appreciated by the parents, who hold the school in very high esteem.

What could be improved

- Although pupils' knowledge and understanding of science is well above average by the end of Year 6, their scientific skills are not so advanced as they have few opportunities to plan and carry out investigations of their own.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection in March 1998. Considerable improvements have been made in ICT in terms of teaching, planning and learning resources. As a consequence, standards have improved from below average to above average by the end of Year 2 and Year 6. The role of subject co-ordinators has improved particularly in terms of monitoring standards and provision. Assessment procedures are now consistently good throughout the school. The planning of the curriculum and the quality of teaching have improved since the last inspection and this is having a positive impact on learning. The school has maintained well above average National Curriculum test

results by the end of Year 6. Spiritual and cultural development have both improved from satisfactory to very good since the last inspection. Cost effectiveness has improved as the school is now providing good value for money rather than satisfactory.

STANDARDS

Children in Reception are achieving well because of the good teaching they receive and the stimulating learning activities provided. They are well on course to meet the early learning goals by the time they transfer to Year 1.

The school has a small number of pupils in each year group with just ten pupils in the year groups taking the Year 2 and Year 6 National Curriculum tests in 2002. The number of pupils with special educational needs will vary from year to year, with last year one pupil accounting for ten percent of the results. The test results are therefore likely to fluctuate if a year group contains pupils with special educational needs and not too much emphasis should be placed on any one year's performance. In the National Curriculum tests for Year 2 in 2002, which included two special educational needs pupils, results were well above average in mathematics, average in reading and well below average in writing. When compared to similar schools, these results were well below average in reading, below average in writing and well above average in mathematics.

The findings of the inspection are that standards by the end of the current Year 2 are above average in speaking and listening, reading, writing and mathematics. Pupils are achieving well from their average starting point because of the good teaching they receive.

In the National Curriculum tests for Year 6 in 2002, results were well above average in English, mathematics and science. In science, the results were in the highest five per cent of schools nationally. Except for a dip in English in 2001, test results have been well above average during the last three years. The findings of the inspection are that standards are well above average in English, mathematics and science. Pupils are achieving very well from their prior attainment on entry to the school. The development of scientific skills is less well advanced than scientific knowledge due to insufficient investigative work. The school has set appropriately challenging targets for English and mathematics and is on course to meet these. Pupils with special educational needs make good progress in their learning in Years 1 and 2 and very good progress in Years 3 to 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show interest and enthusiasm for the activities provided. Pupils are attentive and show very good levels of concentration.
Behaviour, in and out of classrooms	Pupils are very well behaved in lessons, around the school and in the playground. They are courteous, considerate and friendly.
Personal development and relationships	Very good. Relationships are very good throughout the school. Pupils show initiative and take responsibility in a variety of activities.
Attendance	Satisfactory. The school's attendance levels are in line with the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is very good overall and this leads to very good learning. The high quality teaching contributes to the high standards attained by the end of Year 6. The teaching seen during the inspection was never less than good. Lessons are very well planned and clear learning objectives are identified and shared with the class. Teachers' instructions and explanations are lively and informative. Pupils listen attentively and make very good gains in knowledge and understanding. Teachers provide interesting resources and stimulating activities that motivate pupils to learn. Questioning is used very well to challenge pupils and check their understanding. Tasks are well matched to the different levels of attainment within the class so all pupils, including higher attainers and those with special educational needs, are appropriately challenged. Lessons maintain a good pace and pupils show high levels of concentration. Teachers use ICT well to support teaching and learning.

The teaching of literacy and numeracy skills are good in Years 1 and 2 and very good in Years 3 to 6. Literacy skills are used very well across the curriculum. Pupils' mental skills in mathematics are strong and they apply numeracy skills well across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced and very well planned. It is enriched by a very good range of extra-curricular activities and well-chosen visits, visitors and links with the community.
Provision for pupils with special educational needs	Very good. Pupils receive very good teaching and support and this enables them to make very good progress towards the learning targets set for them. Work is well matched to need in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good opportunities are provided for spiritual, moral, social and cultural development in assemblies, lessons, through visits and school activities. This leads to very good pupil attitudes, very good behaviour and very good relationships throughout the school.
How well the school cares for its pupils	There are good systems and procedures to ensure the health, safety and welfare of pupils. Staff know the pupils very well. Assessment procedures are good and assessments are used effectively to guide future planning and teaching.

The school has established a very good partnership with parents. Parents contribute very well to the life of the school and to pupils' learning. The Parent Teachers' Association is supportive and particularly effective in raising additional funds for learning resources such as ICT and guided reading books.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership and is very well supported by the assistant headteacher and all co-ordinators. This contributes to the very good teaching and high standards. The role of the co-ordinators is very well developed. Teamwork and the commitment to high achievement and improvement are strong.
How well the governors fulfil their responsibilities	The governors are effective and supportive. They are well informed and have a good knowledge of the school's strengths and areas for development. They fulfil their statutory requirements well.
The school's evaluation of its performance	Very good. National Curriculum tests results are effectively analysed. Procedures for monitoring teaching and the curriculum are very effective. The findings of monitoring and evaluation guide planning and effective action for improvement.
The strategic use of resources	Good. Specific grants are used effectively. The principles of best value are well applied. The school has a larger than usual carry forward in its budget but this is appropriately assigned to planned building improvements.

Learning resources and accommodation are good overall though the school hall is small and inadequate for indoor physical education. The school has an appropriate number of teachers and support staff who are effectively deployed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard and achieve their best • The school is approachable • Teaching is good • The school is helping children become mature and responsible • Pupils like school • Behaviour in the school is good • The school keeps them well informed of their child's progress • Pupils make good progress • The school is well led and managed • The school works closely with parents 	<ul style="list-style-type: none"> • Homework arrangements • The range of activities outside of lessons activities

Parents hold extremely positive views about the school and the inspection team agree with the strengths identified in the results of the questionnaire and comments made at the parents' meeting prior to the inspection. The inspection team do not agree with the small proportion of parents who expressed some concerns about homework and the range of activities offered outside of lessons. Homework is used well to support and extend class work and the school offers a very good range of activities outside of lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are well above average in English, mathematics and science by the end of Year 6 owing to the very good quality of education pupils receive.

1. The findings of the inspection are that standards are well above average in English, mathematics and science by the end of Year 6 and this is consistent with National Curriculum test results. Pupils, including higher attaining and those with special educational needs, are achieving very well from their attainment on entry to the school. This is because pupils are offered a very good curriculum and receive very good teaching.
2. In a Year 5 and 6 English lesson seen, pupils were studying winter poems by a range of poets. Pupils had acquired a very good knowledge and understanding of different poem types such as sonnet, ballad, blank verse, rhyming couplet and haiku. This enabled them to analyse and compare poetic style. They effectively reviewed a range of poems and identified similes, metaphors and examples of alliteration. Pupils spoke with confidence and assurance about the poems they read. They explained and justified their personal taste. Pupils read poems to the class with feeling and expression and demonstrated a clear knowledge and understanding of the ideas and meaning. For example, one pupil read James Stephen's 'White Fields' with fluency and expression. He identified the style as a rhyming couplet, two lines of poetry that rhyme, and described the phrase 'Prints in silver filigree' as delicate silver prints in the snow.
3. Very good opportunities are provided for pupils to write in a variety of styles including instructional writing, play script, poetry and reporting. Word processing is used very well to develop writing skills of drafting and editing and to enhance presentation. The writing of poetry is a strength of the school with a number of Year 5 and 6 pupils having their work published last year.
4. By the end of Year 6, all pupils' writing is lively, clear and thoughtful. Capital letters, full stops and question marks are correctly used and other punctuation is developing. Spelling is usually accurate as pupils have very good opportunities to develop spelling. Handwriting is fluent and joined. Higher-attaining pupils' writing is varied and interesting. Words are chosen imaginatively and used with precision. Punctuation such as commas, apostrophes and inverted commas are employed accurately. One higher-attaining pupil wrote a letter to J K Rowling, the author of the Harry Potter stories. The letter was well structured as the writer conveyed his admiration for her work.

"You are a fantastic writer with brilliant ideas."

"The plots in your stories are intriguing and although the size of your fourth book is slightly intimidating at the start, once you start reading you never want to stop."

5. In mathematics, by the end of Year 6, most pupils use strategies of multiplication and division effectively for solving practical problems. Most pupils are beginning to check their work by using inverse operations. All pupils show a clear understanding of equivalent fractions. Higher-attaining pupils use cancelling effectively to reduce fractions to simplest form. Most pupils use standardised units for measuring and select appropriate instruments. Pupils identify patterns and draw conclusions when interpreting bar graphs and pie charts. Higher-attaining pupils use and interpret co-ordinates in all quadrants.
6. Pupils' mental skills are well above average because of the very good and excellent teaching they receive. Due to regular practice, they effectively multiply $4 \times 15 = 60$, $0.9 \times 1000 = 900$ and find ten per cent of £63.00. Pupils use and apply mathematics to real-life problems very well. They use ICT and calculators effectively to support their learning in mathematics.
7. In science, pupils' knowledge and understanding of the units of work are well above average. All pupils know the parts and function of a flower. They know and understand that green plants need

sunlight, carbon dioxide and water to make their own food. Higher-attaining pupils describe the parts of a flower and explain the function of each part in considerable detail and using advanced scientific vocabulary. All pupils show a clear understanding of electric circuits and classify materials into solids, liquids and gases. Higher-attaining pupils show a knowledge and understanding of how particles move in solids, liquids and gases. They explain clearly the physical changes of evaporation and condensation. In the main, pupils' scientific skills are not as well developed as their knowledge and understanding because there are insufficient opportunities to plan and carry out investigations of their own.

Teaching is very good overall and this leads to very good learning and contributes to the high standards attained.

8. The quality of teaching is very good overall and is a major strength of the school. This very good teaching leads to very good learning and contributes to the high standards attained by the end of Year 6. During the inspection, 13 lessons or part lessons were seen. Of these, one was excellent, over half were very good and the others were good. Teaching is good in Reception and Years 1 and 2. It is very good in Years 3 to 6.
9. Throughout the school, lessons are very well planned and clear learning objectives are identified. These are effectively shared with the class so they know what they are expected to learn. Teachers demonstrate a secure knowledge and understanding of the subjects they teach and show enthusiasm in their approach. This motivates the pupils to learn and maintains their interest. Questioning is used very well to challenge the pupils thinking and check their understanding. Pupils respond well to questions and there are good opportunities for speaking and listening. Teachers select and use quality learning resources to promote learning well and to inspire the pupils. Learning activities are well matched to pupils' different levels of attainment and this helps to ensure that all pupils, including higher attainers and those with special educational needs, are appropriately challenged. As a consequence, pupils show high levels of concentration and apply effort to their work. ICT is used effectively to support teaching and learning in a range of subjects including English, art and design, mathematics and geography. Opportunities for pupils to investigate in science are limited and so pupils' scientific skills are not as advanced as their knowledge and understanding. Pupils are very well managed and clear expectations of learning and behaviour are firmly established. As a result, pupils have very positive attitudes and behave very well.
10. The teaching of English and literacy are good in Years 1 and 2 and very good in Years 3 to 6. Pupils are given numerous opportunities to speak and listen and, as a result, most are confident and articulate speakers. Furthermore, there are good opportunities to apply and develop literacy skills across the curriculum. For example, in a Year 3 and 4 English lesson seen, pupils acquired and practised the skills of skimming and scanning a text in order to identify the main points after skilful demonstration by the teacher using an overhead projector. Pupils used and applied these skills well in their history lesson when they were researching different viewpoints about Queen Elizabeth I from different pieces of text.
11. The teaching of mathematics and numeracy is good in Years 1 and 2 and very good in Years 3 to 6. Teachers have an enthusiastic approach and a secure knowledge of the subject and how to teach it. The National Numeracy Strategy has been very well implemented and this provides structure and pace to lessons. The teaching of mental work is very good and pupils are given very good opportunities to practise and develop these skills. As a consequence, by the end of Year 6, these skills are particularly well advanced and applied to practical situations.
12. An excellent mathematics lesson was seen in a Year 5 and Year 6 class. The beginning of the lesson was brisk and lively as pupils were given a set time to solve challenging mental problems. They tackled the problems with high levels of concentration. The teacher was very effective in checking the pupils' answers and explored the different strategies that pupils used to solve the problems. Pupils acquired new methods of solving problems. For the main part of the lesson, pupils were developing calculator skills and were using and applying numeracy skills to solve real-life money problems. The teacher's explanations and demonstrations were extremely clear and

informative. Pupils consolidated their knowledge of finding ten per cent of a sum and used this to find 15, five or 20 per cent. The teacher had high expectations of pupils' learning. Pupils responded very well to this and demonstrated high levels of concentration. They listened attentively and answered questions with enthusiasm. Pupils applied their skills to find the cost of a £140.00 coat with five per cent reduction in the sale. In the main task, pupils were well grouped by their attainment and work was very well matched to their needs and so all pupils were suitably challenged. The brisk pace and high levels of challenge were strong features of the lesson. Homework was used very well to reinforce and extend what is learned in class. The management of the class was excellent. Very good relationships were enhanced by the teacher's constructive use of humour.

13. A very good physical education lesson was seen in the class of Reception children and Year 1 and 2 pupils. Pupils were practising ball control. The lesson began with a brisk warm up and pupils demonstrated a number of exercises requiring balance and control. The teacher's instructions were clear and the class responded well to these. In the main part of the lesson, the class worked in small teams and practised bouncing and dribbling a ball. The teacher provided good opportunities for collaborative work and the pupils responded very well to this. Effective feedback by the teacher helped pupils to improve their performance. Pupils applied much physical effort and made very good gains in their skills. The lesson was well structured and maintained a good pace and so pupils were very productive. Throughout the lesson, pupils were managed and organised very well and very good relationships and expectations of safety and work were established. As a result, pupils were motivated, responsible and very well behaved.
14. In a very good English lesson in Year 3 and 4, pupils were learning the meaning and spellings of homophones, words that sound the same but have a different meaning and spelling. The teacher's explanation of homophones was effective and good examples were provided using an overhead projector. The pupils were interested and attentive and their responses to the teacher's questions indicated that they had acquired a clear understanding of the teacher's explanation. Pupils demonstrated that they could spell correctly words such as tale-tail, night-knight, there-their and sail-sale. Lively questioning by the teacher maintained the pupils' interest and she was particularly skilful in involving all pupils in questioning and discussion, particularly those with special educational needs. The pupils were given opportunities to create sentences using the different words to show that they were using them correctly. The pupils responded enthusiastically showing a correct use of different homophones. During the lesson, the pupils made very good gains in vocabulary, spelling and the use of homophones. The pupils were very well managed and clear expectations of learning and behaviour were established. Pupils behaved very well.
15. Pupils with special educational needs receive very good teaching and this enables them to make very good progress in their learning. Learning activities in class are well matched to pupils' attainment and needs, and teachers are effective in providing additional support when it is needed. This helps to ensure that pupils with special educational needs have full access to the learning opportunities provided. A part-time specialist teacher provides effective specific support for individuals. Computer programs are used well to reinforce pupils' literacy and numeracy skills.

The school provides a broad and balanced curriculum of a very good quality and this contributes very well to pupils' academic and personal development.

16. One of the school's main aims is to provide a broad and balanced curriculum which meets the needs of all pupils. This aim is successfully accomplished and is very well reflected in the school's learning opportunities. The planning and organisation of the curriculum help to ensure that all pupils, regardless of their attainment, background or gender, have full access to high quality learning opportunities. The very good curriculum contributes to the high standards attained.
17. The curriculum is very well planned with all National Curriculum subjects plus religious education receiving appropriate attention. All statutory requirements for the curriculum and collective acts of worship are met. A very good range of extra-curricular activities, visits to museums and places of interest and input from visiting coaches, speakers and artists, enrich the curriculum.

18. Extra-curricular activities, including art, cricket, football, French, netball, tag rugby and technology, promote pupils' academic and personal development. For example, in technology club some Year 6 pupils designed and made different ships including a steamliner and an aircraft carrier. Using wood and other materials, good cutting and assembling techniques were employed and the completed models were painted to a high quality. One ship had been fitted with a battery, wires and motor to drive the propeller. The school has experienced considerable sporting success in recent years. In 2002, the school won the Kwik Cricket Festival Bromley Shield, the Primary Tag Rugby competition and were the Bromley small schools' winners at football.
19. The school has an 'Arts Week' each summer and this is effective in developing pupils' creative skills and they acquire new techniques. Visiting artists are used very well and the headteacher's enthusiasm for art and technology has a positive influence on the range of the curriculum. At the beginning of the Autumn term pupils produced clay bowls and attractive clay models of owls. Effective colouring and glazing techniques were used to enhance the work.
20. During the inspection, the Year 3 and 4 class visited Scadbury Environmental centre as part of their studies about Tudor Times. Pupils, staff, parents and governors participated fully by dressing up in Tudor costume for a Tudor Christmas experience. Pupils were enthusiastic and made good gains in knowledge and an understanding of life in Tudor times.

Standards in information and communication technology (ICT) are above average by the end of Year 2 and Year 6 and ICT is used well to support teaching and learning across the curriculum. The school has made very good improvements in this area.

21. By the end of Year 2 and Year 6, standards are above average. Most pupils, including higher attainers and those with special educational needs, are achieving well. This is because they receive good teaching in ICT skills and have good opportunities to apply these skills to a range of subjects. Standards in ICT have improved considerably since the last inspection as they were judged to be below average by the end of Year 2 and Year 6.
22. In Year 2, pupils create attractive autumn pictures in the style of Jackson Pollock. Colours of red, yellow, orange and brown are used creatively. Different brush and pen tools are used competently. In another piece of work, pupils produce impressive patterns in the style of the Dutch artist Piet Mondrain. Using a 'paint' type program they create a grid of black horizontal and vertical lines. Colours of red, yellow and blue are chosen and the fill tool is used to colour different areas of the grid. The effect is striking.
23. In Years 3 and 4, pupils use ICT well to support their learning in religious education. In studying Diwali, they retell the story of 'The Ramayana'. High quality writing is produced using word processing. The presentation of the work is enhanced by creative use of different fonts and by importing colourful images.
24. In Year 6, pupils use spreadsheet modelling competently in mathematics. They carry out surveys within the class and gather data about journeys to school, height and favourite colours. They load a spreadsheet and enter the data. This data is converted into bar or pie charts and is effectively interpreted and patterns are identified. Spreadsheet modelling is also used very well to find the differences between squared and cubed numbers.
25. In a Year 5 and 6 lesson seen, pupils had been studying the possible expansion of Biggin Hill airport in geography. Pupils used ICT very well to produce an individual report putting forward an argument for or against the proposals. Working in pairs in the ICT suite, pupils found a website of Biggin Hill airport. They cut and pasted useful information from the site and used this for their own work. They also imported photographs and a map from the site for their work. These were effectively resized. On the map of Biggin Hill and the surrounding area, pupils inserted a text box to show the position of Downe village. Pupils' keyboard skills are well developed and editing skills were applied well to produce an illustrated report. This was a good example of ICT being effectively used to support and enhance teaching and learning in geography. The teaching was good. Pupils watched and listened well to the teacher's clear instructions. The lesson was challenging and

maintained a good pace. Pupils were given good opportunities to be creative and explore ways of producing good reports. Pupils reviewed their work and made changes to improve it.

26. The planning of the ICT curriculum is good and has been effectively reviewed. The school has good procedures for assessing and recording pupils' attainment. The school improved the learning resources in the school by setting up an ICT suite of ten networked computers in autumn 2000. This suite is used well by all classes. ICT is very well led and managed by an enthusiastic co-ordinator. Teachers' plans are monitored to ensure that the curriculum is covered. All teachers have benefited from high quality training organised during 2001 and 2002. This very good use of New Opportunities Funding has increased teacher confidence and expertise. This, with the improved learning resources, is having a positive effect on standards.

Provision for pupils' spiritual, moral, social and cultural development is very good. This leads to very good pupil attitudes, very good behaviour and very good personal development.

27. The headteacher and all staff have been extremely successful in creating a very positive and stimulating climate for all pupils to learn and develop. A calm, and purposeful atmosphere pervades the school and this is enhanced by attractive displays which not only brighten the accommodation but recognise and celebrate pupils' achievements in a full range of school activities. Displays during the inspection included art and design, sport, design and technology. The provision for pupils' spiritual, moral, social and cultural development is very good and this is a key strength of the school. This provision has a very favourable effect on pupils' attitudes, learning, behaviour and relationships. This very good provision contributes to pupils' high academic and personal standards.
28. The school's provision for spiritual development is very good. The attractive entrance to the school, with palm trees and a flowerbed of colourful primulas, is uplifting on a cold December day. Pupils develop an appreciation of the wonders of nature through a well-designed and used natural area. They show an appreciation of the work of famous artists, which are displayed around the school. In an assembly, the local Reverend and an assistant re-enacted the story of Peter betraying Christ by denying him three times. The story was skilfully used to illustrate the importance of forgiveness and giving second chances. The pupils listened and participated well and were given opportunities to reflect on the story. Opportunities for prayer and reflection in assemblies are good and, as a consequence, most pupils are thoughtful and considerate. In assembly, the headteacher announced that he had received some letters of thanks from pupils from the 'Stephen Jota Children's Centre', Kampala, Uganda. The school has a positive link with the centre and pupils raise funds each year. Some of the letters were read in an English lesson. Through this partnership, pupils were clearly proud and moved by the sincere messages of thanks they received in the letters and were keen to reply. Pupils are clearly developing a sense of empathy and compassion towards the needs of others and are aware that there are children less fortunate than themselves. In a Year 5 and 6 poetry lesson, pupils were given ample opportunities to reflect and space to present their own ideas and interpretation of the works. Pupils are gaining an appreciation of the beauty of poetry. Spiritual development has improved considerably since the last inspection.
29. The school promotes moral and social development very well and the school has maintained these strengths from the last inspection. Adults working in the school are very good role models for the pupils. Pupils clearly know the difference between right and wrong. Teachers and support staff successfully promote qualities such as co-operation, fairness, responsibility and mutual respect as a natural part of their work. Pupils are valued as individuals and their positive qualities and achievements are praised and recognised in assemblies and in class. Expectations of conduct and behaviour are firmly established. There is an effective positive discipline policy, which places emphasis on praise and rewards. Pupils are encouraged to work hard, share, be considerate of others, participate in school activities and behave very well. The pupils respond very well to these expectations. They are friendly, courteous, considerate and very well behaved throughout the school.

30. Discussions with pupils and lesson observations show that pupils thoroughly enjoy school. They show considerable interest and enthusiasm for the range of learning activities offered. Most show high levels of concentration and show considerable commitment to tasks. Pupils are given good opportunities to work collaboratively, in pairs and in groups in a variety of activities including practical mathematics, design and technology and ICT. Teachers promote teamwork very well and, as a result, cooperative working is well developed and pupils take responsibility for different tasks. Pupils form constructive and productive relationships with one another, with teachers and other adults working in the school. Relationships throughout the school are consistently very good. In lessons, learning activities are interesting and varied and so pupils have the opportunities to take initiative. As pupils move through the school, they are provided with increased responsibilities and respond very well to these. The school council is well organised with eight pupils from different year groups. Pupils take responsibility for representing their class members and have a valuable voice in the working of the school.
31. Pupils' cultural development is promoted very well through art and design, history, visits, visitors to the school and music. Pupils are introduced to a range of artists such as Turner, Jackson Pollock, Monet, David Hockney and Mondrian. Pupils gain knowledge and appreciation of different artists and their work. They apply techniques used by well-known artists to their own work. Pupils in Years 5 and 6 were introduced to the work of J M W Turner. They explored some of his well-known landscape paintings and were taught his techniques. Using good quality paints and paper pupils explored with fluid washes of colour to provide a landscape background. Pupils created striking clouds in the blue sky by dabbing white paint with pieces of tissue. The feeling of distance was effectively achieved by making objects further away smaller or a lighter colour. The result was that all pupils produced impressive landscape scenes of watercolours, which were of a well above average standard. These were proudly displayed in the front entrance. Pupils are introduced to a range of music. During the inspection, Vivaldi's 'Winter' from 'Four Seasons' was played in assembly. Many pupils recognised and were able to name the piece. In assembly, pupils sing tunefully and with enthusiasm particularly when accompanied on guitar by the local Reverend. During the inspection, several pupils were seen receiving high quality piano tuition from a visiting specialist teacher. Pupils are achieving very well as a result. Pupils gain a good knowledge and understanding of ancient cultures by studying the Greeks and Egyptians in history. In religious education, pupils gain knowledge and understanding of different world faiths. For example, Year 3 and 4 pupils study Hinduism and the festival of Diwali. Recently, pupils gained knowledge of traditional Caribbean stories when a storyteller from a Caribbean background visited the school. The school's positive partnership with the 'Stephen Jota Children's Centre', Kampala, Uganda helps to develop pupils' awareness of life in Africa and some of the difficulties that some children endure. Stephen Jota visits the school from Uganda on an annual basis. The school has an appropriate policy on racial equality and pupils are well prepared for life in a diverse and multicultural society. Through French club, pupils are not only beginning to learn a modern foreign language but are gaining an awareness of a different European culture. The school's very good range of extra-curricular activities promotes pupils' social and cultural development. Cultural development has improved since the last inspection from satisfactory to very good.

The very good leadership by the headteacher, assistant headteacher and subject co-ordinators, and their commitment to continuous improvement, are appreciated by the parents, who hold the school in very high esteem.

32. The experienced headteacher provides very good leadership and clear educational direction for the school. He is very well supported by the assistant headteacher, subject co-ordinators and the co-ordinator of Reception and Years 1 and 2. This very effective leadership and management of the school contributes to the very good teaching and well above average standards by the end of Year 6. The headteacher, with staff and governors, has created a positive school climate where there is a shared commitment to success, high achievement and continuous improvement.
33. School monitoring and evaluation procedures by the headteacher and subject co-ordinators are particularly effective. The findings of monitoring and evaluation are used very well to inform planning and action for improvement. This helps to ensure that high standards are maintained and continuous improvements are made. For example, the headteacher's monitoring of science had

revealed that, while pupils were performing well in science, there was further scope for more investigative work.

34. The headteacher has effectively delegated responsibilities and empowered all co-ordinators to lead and develop their areas. In a small school of this type, teachers have to take on numerous subject responsibilities. The role of subject co-ordinators is better developed than is normally found in primary schools. Co-ordinators have good opportunities to attend in-service training courses in order to keep abreast of developments. In service training courses such as ICT and developing writing are well linked to the school's priorities for improvement. Very well-planned opportunities and time are provided for subject co-ordinators to support and observe teaching in the classroom and this enables the sharing of good practice. National Curriculum test results are carefully analysed so strengths and weaknesses in pupils' learning are identified and this information is used to guide future teaching. Subject co-ordinators examine samples of pupils' work to monitor standards and to ensure that the curriculum is covered appropriately. The recently appointed co-ordinator of Reception, Year 1 and Year 2 has made considerable progress in developing the Foundation Stage curriculum for children in Reception. The role of co-ordinators has improved considerably since the last inspection and this is having a positive effect on the quality of teaching and learning.
35. The school clearly has the confidence of its parents, and the headteacher and staff have worked hard and effectively in establishing a very positive and productive partnership. The school is approachable and knows its parents well. Parents hold the school in high esteem and the vast majority are very pleased with the education their children receive. The Parent Teacher Association (PTA) is active and very successful in raising additional funds to improve learning resources. The PTA has recently raised considerable sums to improve the ICT provision and guided reading books. Parents contribute well to pupils' learning by accompanying classes on trips, providing good support for homework projects and contributing to sporting activities.

WHAT COULD BE IMPROVED

Although pupils' knowledge and understanding of science is well above average by the end of Year 6, their scientific skills are not so advanced as they have few opportunities to plan and carry out investigations of their own.

36. National Curriculum test results in science are consistently above the national average by the end of Year 6. The study of pupils' work indicates that pupils' knowledge and understanding of science are well above average. However, discussions with pupils and the study of their work, indicates that they have few opportunities to plan and carry out investigations of their own in order to answer scientific questions or solve problems. While this does not have an adverse effect on national test results, pupils are missing a valuable component of science. As a consequence, pupils' scientific skills are not as well advanced as their knowledge and understanding. This has been identified in the school's very effective monitoring of teaching and the curriculum.
37. In some lessons there is an over use of knowledge-based commercial worksheets. This restricts pupils' opportunities to organise their own written work and produce reports.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school is very effective and has one area for improvement.

* Raise pupils' attainment in scientific skills to the high level of their knowledge and understanding by providing more opportunities for pupils to:

- plan and carry out investigations of their own
- select and set up apparatus and equipment
- design fair tests
- observe, measure and record results
- interpret results, evaluate evidence and draw conclusions
- produce clear reports of their investigation and findings.

(paragraphs: 7, 9, 36, 37)

*The school had already identified this as an area for improvement in its effective monitoring of teaching and the curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	5	0	0	0	0
Percentage	8	54	38	0	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. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	61
Number of full-time pupils known to be eligible for free school meals	5
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	5
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

The results for pupils in both key stages have not been included because the small size of the year group prevents a reliable statistical analysis of results.

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	61	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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)	4.7
Number of pupils per qualified teacher	21
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	11

FTE means full-time equivalent.

Financial information

Financial year	2001
	£
Total income	268 245
Total expenditure	255 996
Expenditure per pupil	3820
Balance brought forward from previous year	9 030
Balance carried forward to next year	21 279

Recruitment of teachers

Number of teachers who left the school during the last two years	1.1
Number of teachers appointed to the school during the last two years	1.1
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	61
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72.5	22.5	2.5	0	2.5
My child is making good progress in school.	65	32.5	2.5	0	0
Behaviour in the school is good.	75	20	5	0	0
My child gets the right amount of work to do at home.	60	27.5	12.5	0	0
The teaching is good.	87.5	10	2.5	0	0
I am kept well informed about how my child is getting on.	62.5	32.5	2.5	0	2.5
I would feel comfortable about approaching the school with questions or a problem.	82.5	10	0	5	2.5
The school expects my child to work hard and achieve his or her best.	90	5	2.5	0	2.5
The school works closely with parents.	72.5	20	5	0	2.5
The school is well led and managed.	77.5	17.5	2.5	2.5	0
The school is helping my child become mature and responsible.	80	17.5	2.5	0	0
The school provides an interesting range of activities outside lessons.	62.5	25	12.5	0	0