

INSPECTION REPORT

BROMLEY HEATH JUNIOR SCHOOL

Downend, Bristol

LEA area: South Gloucestershire

Unique reference number: 109028

Headteacher: Mr J C Morris

Reporting inspector: Mr John Earish
23216

Dates of inspection: 30 September – 3 October 2002

Inspection number: 246853

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Quakers Road Downend Bristol
Postcode:	BS16 6NJ
Telephone number:	01454 867110
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Julie Baber
Date of previous inspection:	9 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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19374	Wendy Sheehan	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?
11807	Keith Bardon	Team inspector	Science Geography Physical education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
22545	Valerie Hobson	Team inspector	Mathematics Art and design Religious education English as an additional language	How well are pupils taught?
28686	Elizabeth Walker	Team inspector	English History Music Special educational needs	Assessment

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bromley Heath Junior School is situated in the Bromley Heath Ward on the outskirts of Bristol in South Gloucestershire. The buildings date from the 1950s and share the site with an adjoining infant school. An extension to the school to provide a computer suite has recently been completed. The size of the school is broadly in line with the national average. There are 264 pupils on roll, taught in eight single aged classes, admitting pupils aged seven to eleven years. Almost all of the pupils are from Bromley Heath, and most live in owner occupied accommodation. Just under 16 per cent of pupils are identified as having special educational needs. This proportion is below the national average, and there are no pupils with statements of special need. The proportion of pupils eligible for free school meals, at just over one per cent, is well below the national average. There are thirteen pupils from non white ethnic backgrounds, and six speak English as an additional language. Attainment on entry to the school is above average.

HOW GOOD THE SCHOOL IS

This is a very effective school. It successfully develops the potential of its pupils so that, by the age of 11 years, they are confident, learn independently and achieve very good academic standards. Pupils are very eager to learn, are interested in their work and their behaviour is excellent. The quality of teaching and learning is very good. The school is very well managed, and the school staff show a clear commitment to maintaining standards and improving them further. The school provides very good value for money.

What the school does well

- Standards achieved in English, mathematics and science are well above average by the end of Year 6.
- The leadership and management are very good overall.
- The quality and range of learning opportunities provided for all pupils are very good.
- Teaching is very good overall, which results in pupils learning very well.
- Pupils' excellent attitudes to school and excellent behaviour contribute to the very good relationships within the school.
- The school cares for its pupils very well. Its provision for pupils' spiritual, moral, and social development is excellent.

What could be improved

- The rate of progress in information and communication technology.
- The planned opportunities within the curriculum for raising awareness and understanding of cultural diversity within our own society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good progress since its last inspection in 1998. Standards have risen in English, mathematics and science as a result of an improvement to the quality of teaching and learning, which is now very good. Pupils' attitudes and personal development have improved. Pupils' excellent attendance has been sustained. The curriculum, previously 'mainly' good, is now very good. The school's partnership with its parents has improved and is also very good. All of the key issues from the previous inspection have been addressed. The role of the subject coordinators has been strengthened, new schemes of work are in place for information and communication technology, and design and technology, and the range of reading materials has been improved. The governors are now fully involved in the running of the school, and the many new governors are undertaking training for their roles and responsibilities.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	B
mathematics	A	B	A	B
science	B	C	A	C

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

The information shows that standards achieved in English, mathematics and science in the national tests in the year 2001 were well above average. When compared with similar schools with about the same proportion of pupils eligible for free school meals, standards are above average in English and mathematics, and average in science. Over the previous two years results have been above average or better, except for average standards in science in 2000. The school has set suitably challenging targets for 2003.

Inspection evidence shows that the school is on course to achieve well above average standards in English, mathematics and science in 2003. In geography, attainment is better than in the other foundation subjects¹, and is well above what is expected of 11 year olds. In art and design, design and technology, history, music and physical education, standards are above the expected levels. Standards in information and communication technology meet the expected levels but they are lower than those of other subjects. This is because pupils have previously had insufficient opportunities to practise and develop their skills. Standards in religious education are well above the requirements of the local agreed syllabus. Pupils achieve well, listen very carefully to their teachers and are very keen to improve all that they do.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are excellent, and these have a positive effect on both the quality of the education and the standards achieved.
Behaviour, in and out of classrooms	Excellent. The school is a very harmonious community.
Personal development and relationships	Pupils benefit greatly from the well integrated, family atmosphere in the school. Very good relationships are based on mutual trust and respect. Pupils grow in self esteem and confidence as they move through the school and willingly accept the responsibilities they are given.
Attendance	Excellent.

¹ Foundation subjects are those other than the 'core' subjects of English, mathematics and science.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 and learning is very good and has improved since the time of the last inspection. A particular strength of teaching is the very good relationships that teachers have developed with their pupils. Teachers know their pupils very well, and this enables them to provide tasks that are very well matched to pupils' potential. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans. This is due to the very good teaching and support they receive.

As a result of the very good teaching, pupils learn very well. They try very hard and concentrate on what they have to do. Skills of numeracy and literacy are very well taught, and teachers give pupils very good opportunities to practise these skills in other lessons. The marking of pupils' work is very good across the school. Work is marked on a regular basis and constructive comments are made to help pupils improve. Praise is used very well to motivate pupils and develop their confidence.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is very good equality of opportunity for all pupils within the school. Previously, the lack of sufficient computers has reduced the rate at which pupils could make progress in information and communication technology.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good, enabling all pupils to take a full part in lessons.
Provision for pupils with English as an additional language	The few pupils with English as an additional language are very well integrated into the school, and play a full part in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' social, spiritual and moral development is excellent. Opportunities for raising awareness and understanding of cultural diversity within our own society are less well developed.
How well the school cares for its pupils	The school has sustained the very good standard of care for its pupils reported at the time of the previous inspection. Provision for personal, social and health education is excellent.

The school's partnership with parents is very effective, and the strong commitment of parents makes a very good contribution to their children's learning at home and at school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides excellent leadership and very clear educational direction. The very good teamwork between all staff is a significant strength of the school.
How well the governors fulfil their responsibilities	Governors know the school very well and are very supportive. They are taking an increasingly active role in monitoring the work of the school.
The school's evaluation of its performance	Procedures for self evaluation are excellent and pervade all aspects of school life. Teaching and learning are rigorously monitored, and staff are fully committed to continued improvement. As a result, the school is highly successful in meeting its targets.
The strategic use of resources	Very good. The school uses its staff, accommodation and equipment very well, and makes very good use of funds allocated for specific purposes. The headteacher and governors have a very good understanding of strategic financial planning, and apply the principles of 'best value' very well when making decisions.

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 children are expected to work hard and achieve their best. • Their children like school. • Behaviour is good. • The school helps the children to develop socially. • The school is well led and managed. • Their children are well taught and make good progress in lessons. • Staff are approachable. 	<ul style="list-style-type: none"> • The range of activities provided outside lessons.

Inspectors' judgements support all of the parents' positive views. Inspectors' judgements do not support the views expressed about the range of activities provided outside lessons. The range of extra curricular activities is much better than in most schools of a similar size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The majority of pupils at Bromley Heath Junior School enter the school with attainment that is above average, and they achieve well. The results achieved by 11 year olds in national tests in the year 2001 were well above average in English, mathematics and science. When compared with similar schools, these results were above average in English and mathematics and average in science. The rate of improvement over the past four years in the national tests has been broadly in line with the national trend. Indications are that the results achieved in 2002 will be about the same as those in 2001. However, the number achieving the higher level (Level 5) in science has improved. The school has set realistic targets for pupils' performance in 2003, and evidence suggests it is in line to meet them.
- 2 Inspection evidence shows that in the current Year 6, standards in English, mathematics and science are well above average. This is a result of:
 - very good quality teaching which allows pupils to learn very effectively
 - implementation of the national strategies and development of a very good curriculum
 - the use of assessment information to inform planning to meet the needs of all pupils; this includes those who are gifted and talented, have special educational needs or English as an additional language
 - pupils' excellent attitudes to school and their enthusiasm for learning
- 3 Standards in information and communication technology are currently average overall, although some aspects of the subject are better. Achievement is satisfactory, but could be better. The breadth of the information and communication technology curriculum has previously been narrowed by the lack of computers of good quality. The provision of computers has recently improved considerably but this has not had long enough to impact on the standards achieved. Year 6 pupils have not yet had enough experience of some aspects of the subject to achieve the higher levels, for instance in understanding how information and communication technology equipment with sensors can be used to monitor and measure external events. However, inspection evidence shows an improving picture, with pupils achieving well in all lessons.
- 4 Standards in geography are well above average, and in all other subjects they are above national levels. Standards in religious education have improved and are now well above the expectations of the locally agreed syllabus. The consistently good achievement of pupils is the result of detailed work in improving the curriculum, by analysing and interpreting all the data from the previous year's tests, and identifying areas of strengths and weakness by assessing pupils' performance in lessons. This careful analysis has been used to develop a very good curriculum, which has a positive effect on the quality of learning.
- 5 There is no significant difference between the attainments of boys and girls or between any groups or cohorts. The few pupils with English as an additional language play a full part in all lessons and make the same good progress. Pupils with special educational needs also achieve well. They make good progress towards the targets set for them in individual education plans. This is due to the very good teaching and support they receive. Targets are specific and suitably challenging for their academic and personal

development. Careful monitoring of pupils' achievement leads to regular adjustment of the targets, so that good quality learning is sustained.

- 6 The school sets itself appropriate targets and strives to exceed them. It works hard to raise standards in all subjects. The very good curriculum ensures that pupils achieve well during their time in school. This, together with the clear learning objectives set by teachers in lessons, has a positive effect on sustaining high standards.

Pupils' attitudes, values and personal development

- 7 Pupils have excellent attitudes to school and learning, which is an improvement since the last inspection. Behaviour in lessons and around the school continues to be excellent, and there is no evidence of bullying or harassment. The positive and inclusive ethos has a significant impact on the quality of the pupils' learning. All pupils, including those with special educational needs, the gifted and talented and pupils for whom English is an additional language, display an excellent approach to lessons and all aspects of school. This has a significant effect on their very good learning.
- 8 The parents feel that behaviour in the school is good and that pupils are helped to become mature and responsible. Parents are pleased that their children enjoy coming to school, and say they are happy and get on well with each other. Inspection findings confirm the parents' views. There have been no exclusions from the school in recent years.
- 9 All groups of pupils have excellent attitudes to their learning. Pupils work very hard in lessons, are always interested in what they are doing and are very well motivated to learn. They concentrate very well, listen very carefully and enjoy all challenges set. Positive examples noted during the inspection include a Year 4 geography lesson, where pupils worked sensibly in pairs and discussed enthusiastically the results of a litter survey of the school premises. In a Year 6 art lesson, pupils were so motivated they did not want to stop. These high levels of interest and enthusiasm for all aspects of school life reflect the good progress that all pupils make.
- 10 Pupils' behaviour throughout the school is excellent. All pupils are calm, orderly and attentive in lessons. No child had to be reprimanded in the overwhelming majority of lessons observed, and this ensures lessons can be delivered at a very good pace. They behave very well in assemblies. At lunchtimes, all pupils are extremely well mannered and sociable. They respond very well to the lunchtime supervision, and playtimes are excellent social occasions. On trips out of school, for example to the swimming pool, Year 6 pupils displayed excellent behaviour, and lined up very calmly and sensibly showing a pride and respect for others. Through personal, social and health education lessons, all pupils have learnt about the anti bullying policy and have developed excellent strategies to help themselves and others. Pupils spoken to said, "We have learnt a lot of different ways of dealing with difficult situations such as bullying and the dangers of drugs".
- 11 The pupils have very good relationships with each other and all adults. There is a great deal of mutual respect within a calm and relaxed atmosphere. This is effective in developing pupils' maturity and gives them considerable confidence to contribute to discussions in lessons. For example, during circle time, pupils feel confident in sharing their feelings and thoughts with their classmates. In lessons, pupils always work very well in pairs and small groups, and discuss topics in a mature way. A friendship display in Year 5 reflected why pupils like their friends, and responses included, "She is funny, kind and helpful."

- 12 Pupils' personal development is excellent and has improved since the last inspection. Year 6 have a buddy link with Year 3. Year 5 pupils have a buddy link with the neighbouring infant school, which has a positive effect on promoting relationships and an awareness of responsibility for younger pupils. Pupils take turns to mind infant pupils at lunchtime. They enjoy playing with and caring for them in a very mature and responsible way. Those pupils elected to the school council take their roles seriously, and this provides opportunities for a good number of pupils to be involved in developing their citizenship skills. Projects such as the artist in residence broaden pupils' view of the world around them and help develop inquisitive minds. Pupils are very reflective in lessons and evaluate questions thoughtfully before giving replies that are often very sensible and astute. For example, in a Year 4 religious education lesson about harvest and the Greek Cornucopia, pupils were considering what to include in their "Horn of Plenty". One pupil wrote reflectively, "I have selected a balanced diet, but I did put in chocolate and cake as I have to have a treat now and again!"
- 13 Attendance is excellent and well above the national average, which ensures that pupils have full learning opportunities. Pupils arrive at school punctually and registration takes up the minimum of time. It is combined effectively with curriculum activities such as reading or practising spellings. This creates a purposeful working atmosphere from the very start of the school day.

HOW WELL ARE PUPILS TAUGHT?

- 14 The quality of teaching is very good throughout the school. This results in pupils learning very effectively. During the inspection, 47 lessons or parts of lessons were observed. In over half of these lessons, the quality of teaching was at least very good, and one in every ten lessons was excellent. No unsatisfactory teaching was seen. This is an improvement on the findings of the previous inspection, and the quality of teaching is now a strength of the school. The headteacher and subject leaders monitor the quality of teaching and learning carefully, and this contributes to the maintenance of the high standards of teaching. All staff work exceptionally well as a team, and support each other most efficiently.
- 15 Teachers have very good subject knowledge. They teach basic skills very well in literacy and numeracy lessons and across other subjects. They often make good links in learning between subjects. This encourages pupils to remember interesting general knowledge and develop their understanding of changes in society.
- 16 Teachers' planning is very effective. Teachers set clear learning objectives, which they share with the pupils at the beginning of lessons so that all understand what they have to do and achieve. Pupils with special educational needs have objectives clearly linked to their individual learning plans. Higher achieving pupils, including the gifted and talented, carry out tasks that provide additional challenge. Teachers are skilful at matching tasks to pupils who learn at different rates in all subjects, including physical education. They observe their pupils well and adapt their plans during lessons when necessary. Learning is built securely on pupils' previous knowledge, and all groups make very good progress in many lessons.
- 17 Teachers ask challenging questions of higher attaining and gifted pupils to make them think. They carefully adapt their questions to pupils with special educational needs so they can join in all parts of the lesson. Teachers encourage pupils to look beyond the obvious and ask searching questions. For example, in a discussion about food chains, a Year 6 pupil asked about plankton in the sea and how it was classified. The teacher used this opportunity very well and motivated the pupils to do additional research about classification.

- 18 Relationships are very good between the staff and the pupils. Pupils and teachers often enjoy humour in lessons. Staff and pupils laugh at themselves and each other without feeling uncomfortable or judged. Everyone is valued for his or her opinions and talents in a calm and productive working atmosphere. Teachers use praise very effectively so pupils of all abilities are confident to speak in class. The programme for personal and social development is of a very high quality, and pupils have very good opportunities to express their feelings and concerns in a supportive environment. This pervades the learning in all lessons and is a significant part of the school ethos.
- 19 Teachers and pupils use time effectively. Tasks generally have a time limit, and teachers make this clear to pupils throughout the session. Consequently, pupils stay on task and are eager to complete their work on time. Teachers and pupils use resources very well in lessons, providing additional interest and opportunities for asking and answering questions.
- 20 Teaching for pupils with special educational needs is very good. Teachers are well aware of the needs of all pupils. Tasks are frequently adapted to suit the needs of individuals and a variety of learning resources is provided. The support given by teaching assistants is very good and makes a significant contribution to the standards these pupils achieve. Teachers are very aware of the need to ensure that all pupils are included and make every effort to ensure that all are fully involved.
- 21 The quality of teachers' assessments is very good. During lessons, they carefully monitor pupils' reactions to questions and adapt lessons to meet pupils' needs. Marking is very good. Pupils are given positive comments and explanations of how they could improve their work. For example, pupils in Year 3 were excited to read their comments and enjoyed their success. This meant that they were very well motivated to work and to learn. The effort that pupils put into their work throughout the school is excellent. Teachers use homework very well to supplement and support work done in class. They allocate regular homework in a variety of subjects, value the work that pupils do, mark it regularly and use it in lessons most effectively.

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

- 22 The curriculum is very good. Pupils are provided with a wide range of exciting activities, which stimulate them to learn. In their own words, they find lessons 'fun'. Many developments have taken place since the last inspection, some arising from national strategies, others from the school's own initiatives. Overall, there has been good improvement to provision. The last inspection report identified curriculum weaknesses in design and technology and information and communication technology. These have been addressed well in design and technology, but more remains to be done to strengthen the use of information and communication technology across the curriculum.
- 23 The national literacy and numeracy strategies are firmly established as the framework for teaching in English and mathematics. National guidance in other subjects has also been adopted and is being used effectively. Subject coordinators and class teachers often overlay this guidance with additional planning to ensure that it fully meets their objectives. As a result, the school has a curriculum that not only meets statutory requirements but also shows the development of skills and knowledge. This enables pupils to acquire knowledge, understanding and skills in a logical sequence, and at a pace that is suited to their individual needs. This applies equally to pupils with special educational needs, those who speak English as an additional language, and pupils who

show particularly high levels of attainment. The equality of access and opportunity provided for all pupils is very good.

- 24 The breadth of the curriculum is not only evident in the range of activities pupils are given, but also in the different ways in which learning opportunities are presented. For example, Year 5 pupils were building their understanding of the solar system from research, some of which they had completed at home. Year 3 pupils were learning about teeth by looking at their own, constructing models and then answering questions the teacher had set. Pupils in Year 4 were developing an awareness of environmental issues by carrying out a survey in the school grounds, and constructing food chains using picture cards.
- 25 Appropriate amounts of time are spent on each subject and on other key elements such as personal, social and health education. The most generous allocations are made to English and mathematics, to enable pupils to develop core skills in literacy and numeracy. These subjects are also promoted well throughout the curriculum. Pupils are given frequent opportunities to write in subjects such as history, geography and religious education, and to apply their number skills in, for example, science and design and technology. In contrast, the use of information and communication technology as an aid to curriculum development in other subjects is less well developed. The cross linking of different subjects is very good. In design and technology, for example, pupils make insect traps to aid their studies of locally found animals in science.
- 26 One of the key strengths of the curriculum is the efficiency with which it promotes pupils' thinking skills. The structure of the curriculum identifies opportunities for pupils to reason, find out for themselves and to solve problems. Teachers use these features very well with the result that pupils have a good understanding of how to use what they already know as the basis for further learning and the confidence to pursue the things that interest them.
- 27 The provision for pupils with special educational needs is very good. Teachers are aware of the needs of these pupils. In all subjects, they plan for their needs and ensure that the teaching and tasks are appropriate. Classroom assistants support such pupils very well, and do not particularly focus on one pupil but work with a group so that no pupil is specifically identified. Teachers adapt their plans for lessons so that the best use of support can be made. Pupils of all abilities receive specific teaching so that all ability levels are targeted, and this is extended into areas where pupils display particular strengths, predominantly in English, mathematics and science.
- 28 The curriculum for pupils' personal, social and health education, including citizenship and health education, is excellent. It is strongly supported by the school's very positive ethos. The programme is extremely well conceived, permeates all of the school's work and is highly relevant to young people today. Sex education is taught in line with the governors' agreed policy, and pupils are made fully aware of the dangers of drug abuse.
- 29 The provision made for extra curricular activities is very good for the size of the school. Pupils are offered a wide range of sporting, musical and creative arts activities, as well as the opportunity to learn French. Visiting theatre groups, poets and artists enrich the curriculum, and pupils visit places of educational interest in conjunction with the work they are doing. For example, as part of their 'Water' study, Year 5 pupils have received a talk from a representative of Wessex Water and are to visit a sewerage treatment plant.
- 30 Links with the local community are good. Pupils have benefited from the presence of an artist in residence and have produced work for a local community arts project. Local

“Please drive slowly” signs contain a tortoise logo designed by a pupil, and the school has links with the neighbourhood council, who meet on the premises. Local shops support the school’s fund raising activities, and a small number of local businesses have contributed to improving the school environment.

- 31 The school has very good relationships with the adjoining infant school and with the secondary school to which most pupils transfer at the end of Year 6. Year 5 pupils form social links with reception children from the infant school during lunchtimes, and liaison between teaching staff helps ensure the smooth transfer of pupils between the two schools. Similarly, effective links with the secondary school ensures a smooth transition from primary to secondary education. Parents were particularly appreciative of the links pupils make with the youngest children in the infant school.
- 32 The provision made for pupils’ personal development is very good. The values and ethos of the school promote pupils’ social awareness very effectively and help them to acquire a strong sense of community. Staff form very positive relationships with pupils and frequently thank them for their contributions to school life. Religious education lessons promote pupils’ personal development very well, giving them opportunities to explore and consider their own and others’ beliefs in an open and frank manner. The strengths found at the time of the last inspection have been built upon, and there has been good improvement in this aspect of the school curriculum.
- 33 Excellent provision is made for pupils’ spiritual development. At its heart are the highly effective ways in which teachers promote pupils’ self esteem. Staff readily praise pupils for their efforts and openly value the work they produce. This generates mutual respect and creates an atmosphere of trust and togetherness. School assemblies add to pupils’ spiritual well being by giving them an opportunity to reflect on important issues and to celebrate achievement. Pupils are shown respect by being invited to join in prayer and hymn singing rather than being told to do so, and this furthers their self worth. Once each week, pupils assemble in their classes to talk to each other and to think about and discuss issues that are important to them. Teachers use these opportunities well to encourage pupils to reflect on their own thoughts and to consider the views of others.
- 34 The school makes excellent provision for pupils’ moral development. There is a clear moral code that is understood and accepted by all. The ignominy of having to stand outside the headteacher’s office for all to see is viewed by pupils as the ultimate disgrace, a clear sign of the effective promotion of moral standards. At the beginning of the new school year, each class discusses and agrees a code of conduct, which acts as the framework for behaviour. The encouragement to construct their own set of rules gives pupils ownership of all they do, and ensures that rules are perceived as relevant and important. Consequently, this is a very orderly school whose pupils know how to behave without having to be continually reminded.
- 35 The provision made for pupils’ social development is excellent. Adults set high standards through their relationships with each other and in the friendly and open manner in which they address pupils. They provide regular opportunities for pupils to raise social concerns, such as the detrimental effect that litter is having on their local environment. Pupils are encouraged to take on responsibilities, such as becoming a class representative on the school council. The newly elected council has been given the task of planning improvements to playground facilities and of getting the best out of the large amount of funding that has been put at their disposal. Year 5 pupils volunteer to socialise and play with reception children from the nearby infant school, and Year 6 pupils ‘buddy’ those from Year 3 who have recently joined the school. A particular strength of provision in this area is the positive manner in which social interaction and corporate working is promoted in class, with a notable impact on the learning of all

pupils. Pupils are taught to have respect for each other and all, from the lowest attainer to the highest, are listened to and their views valued.

- 36 Overall, the school makes good provision for pupils' cultural development. Pupils learn about their own locality in geography, and, during history lessons, are able to appreciate the heritage left by ancient civilisations such as the Aztecs and Greeks. Lessons in art, music and literature and the visits of theatre groups, artists and writers enable pupils to embrace their own culture. Pupils have the opportunity to study a range of different world faiths as part of the religious education curriculum. In some lessons, teachers raise pupils' awareness of different heritage traditions well. This was very evident in a well constructed dance lesson in Year 5, based on the traditions of Native Americans. However, in subjects such as art and music, too many opportunities to develop pupils' wider cultural appreciation are missed, and there are insufficient library books containing stories and poems from other lands. Teaching and learning are often restricted to aspects of European culture, and there is insufficient recognition of the richness of tradition from other parts of the world. Consequently, pupils' understanding of cultures and traditions that are represented within our own diverse society could be better.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 37 The school has sustained the very good standard of care for its pupils reported at the time of the last inspection. The school has succeeded very well in creating the caring community contained within its vision statement. All pupils, whatever their ability, flourish and develop in an atmosphere that supports and values each individual whether they have special needs, are gifted and talented or have English as an additional language.
- 38 Procedures for ensuring pupils' welfare are very good and have improved since the last inspection. The school's policy for health and safety is very good. It very clearly defines the responsibilities of, for example, the governing body, the headteacher and caretaker. The school carries out termly health and safety inspections, and these are carefully monitored through the governing body. Many members of staff are trained in first aid, and appropriate procedures are in place to record and monitor any accidents. Pupils are given very good opportunities through the personal, social and health education curriculum to learn about their own safety through, for example, drugs education and rules to stay safe. The school has also developed a detailed action plan as part of the Schools for Health initiative. All of these initiatives demonstrate the school's constant drive to improve the welfare of all its pupils.
- 39 Child protection procedures are firmly in place. The headteacher is the named responsible person, and he and another member of staff have received recent training. The majority of staff are aware of procedures, and the school has recognised the need to train newly qualified teachers.
- 40 The school has excellent arrangements for monitoring and promoting good behaviour. The behaviour policy has very clear aims and expectations, which pupils feel are fair. It is appropriately focused on promoting an environment where everyone feels happy, safe and secure. Classes devise their own set of rules and these are very well kept.
- 41 The school's strategies for monitoring and eliminating oppressive behaviour are excellent. The policy explains very clearly the expectations of governors, headteacher, teachers and parents. Any instances of bullying are logged appropriately. The school uses personal, social and health education lessons very well to explain the school policy

and to discuss strategies for dealing with bullying. Instances of bullying are extremely rare. Pupils report that they feel safe and secure.

- 42 There are very good procedures for monitoring and analysing attendance. The computerised attendance system is used very effectively to monitor pupils' attendance, to analyse trends and to follow up any unexplained absences.
- 43 Monitoring of pupils' personal development is very good and is based on the very good knowledge all staff have of their pupils. There is a strong emphasis on celebrating achievement both inside and outside school through newsletters, weekly celebration of success assemblies, and pupils' record of achievement files. In some classes, pupils set themselves challenging personal targets alongside those for academic work.
- 44 The school's meticulous concern to monitor progress is a key factor in consistently high standards. The comparison of performance year on year across the range of aptitudes and abilities is a significant factor in ensuring that all pupils have equal access to a wide range of challenging curriculum. For example, the school is carrying out meticulous analysis of pupils' performance in English and mathematics on a yearly basis, and can identify trends in their performance. This addresses a major concern raised in the last report. Individual pupil performance and group results are analysed from national tests, and progress is identified year on year, building on information from the tests pupils completed at the end of Year 2. This thoroughness enables the school to make very good provision and build in appropriate support. The school uses this information to set realistic targets, so that pupils can reach higher levels of attainment by the end of Year 6. Detailed records and careful marking of pupils' work are extending the good practice identified in the last report.
- 45 Information gathered by teachers about pupils' work is used effectively to predict potential National Curriculum levels by the end of Year 6, and to set group and individual targets for all pupils. Achievement is rigorously monitored through planning, marking and collectively agreeing standards across subjects and year groups. A portfolio of work is maintained by subject coordinators, who review on a regular basis the progress and learning in their subjects. Pupils have a very good understanding of the progress they are making in all subject areas and are made aware of what they need to achieve in order to raise their attainment further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 46 The school has continued to strengthen the good relationships with parents reported during the previous inspection, and relationships are now very good. The school secretary is often the first point of contact for many parents, and she provides a caring, efficient and helpful service.
- 47 Parents have very positive views about the school, and the vast majority feel their children like school. All parents who replied to the questionnaire agree that their children are expected to work hard and achieve their best. Additionally, they all assert that behaviour is good and that the school is well led and managed. These views are supported by inspection findings. Some parents feel that the range of extra curricular activities outside lessons is unsatisfactory. However, inspection evidence shows that the range of activities is very good and broader than found in many junior schools of this size. A minority of parents also felt they are not kept sufficiently well informed about how their children are getting on at school. This is not supported by inspection evidence. The range and variety of information provided for parents, and the opportunities for meeting teachers, are very good.

- 48 The contribution of parents to children's learning at school and home is very good. The use of homework and reading diaries provides a useful two way communication between home and school. Parents feel that the system works well and report that minor concerns are sorted out quickly. The majority of parents attend information and consultation evenings.
- 49 The home/school agreement is reviewed annually and signed by parents and pupils. Many parents help their children with homework, particularly where pupils are expected to research information for a topic, and pupils frequently bring in information gleaned from surfing the Internet on home computers. This valuable contribution by parents has a positive effect on pupils' learning. In addition, social events organised by Bromley Heath Junior School Association strengthen the partnership between home and school. Parents raise large amounts of money, which are currently being spent to support capital projects such as the new information and communication technology suite and for improving the school environment.
- 50 The information provided for parents is very good in quality and quantity. The monthly newsletters are very informative and reflect the school's ethos of sharing and celebrating pupils' successes both inside and outside school. The school prospectus and governors' annual report to parents are easy to read and very informative. The pupils' annual reports are very good overall, and are clearly written and easy to understand. Teachers explain in very good detail what pupils know, understand and can do, and are consistent in reporting targets for improvement. In addition, parents receive the results of optional tests at the end of Years 3, 4 and 5, and these help them to understand how well their children are progressing towards national expectations. Parents also receive a very detailed curriculum overview for the year.
- 51 Information given to parents of pupils who have special educational needs is very good. There are regular opportunities for parents to discuss progress. Parents are invited to discuss the pupil's individual education plan and contribute to the review of targets so that support is clearly focussed on the next steps of learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 52 The headteacher provides excellent leadership. He is an able communicator who uses this skill to enthuse, inspire and motivate staff and pupils to give of their best. The headteacher and governors have a very clear understanding of what needs to be done to sustain the present high standards and to improve the school further. All of the teachers and classroom assistants work very well together as a team and share the commitment to high achievement. Together, they ensure that the school's stated aims are fully reflected in its work. Parents are greatly appreciative of the work of the headteacher and staff. Almost all who responded to the pre inspection questionnaire felt that the school is well led and managed.
- 53 Following the previous inspection, a detailed action plan was prepared in response to the key issues identified for development. The school has successfully addressed these key issues as follows:
- 54 Key Issue 1: "Develop further the monitoring role of subject coordinators to include:
- Judgements about the quality of teaching throughout the school;
 - Sharing subject knowledge and expertise with colleagues in a formalised way."

The role of the coordinators is now fully developed. They evaluate the quality of planning and standards by observing classes and working alongside colleagues to share good practice. Each coordinator has an action plan with targets for improvement, based on the results of these observations and evaluations.

- 55 Key Issue 2: "Extend the range of reading material for pupils' pleasure and enjoyment by providing and increasing book provision in the classrooms and library."

The range of books has been increased. The library stock has been computerised to provide better access to resources for pupils and teachers.

- 56 Key Issue 3: "Raise standards in information and communication technology and design and technology by providing detailed schemes of work, as outlined in the school's development plan".

Detailed schemes of work based on the QCA guidelines are fully implemented. Pupils are scheduled to have more opportunities to work on computers since the development of the new computer suite. However, use of information and communication technology in other subjects remains under developed.

- 57 Key Issue 4: "Develop the role of the governing body in:

- monitoring the day to day functioning of the school
- evaluating whole school performance
- securing strategic planning for future development"

The governors are closely connected with the school and are very committed and supportive. They know the school well and have developed a very good understanding of its strengths and weaknesses through their regular visits and through their day to day contact with parents and staff. Governors visit formally on a regular basis, and these visits have a clear focus, linked to each individual governor's area of curricular responsibility. Governors successfully fulfil their role as 'critical friend' to the school through their monitoring of its work in their committees and in regular meetings of the full governing body.

- 58 School management places a very high priority on providing for the continuous professional development of all members of staff. There are rigorous procedures for improving the quality of teaching, learning and curriculum provision. The headteacher and senior staff undertake regular lesson observations. These observations are recorded and evaluations shared with teachers as part of their annual performance review. Management of the subjects is very good. Each subject has a coordinator who is responsible for the curriculum, quality of teaching, record keeping, and the day to day management of the subject.

- 59 All teachers are committed to celebrating achievement whilst simultaneously seeking to strengthen weaknesses. Procedures for self evaluation are excellent and pervade the whole organisation. Teaching and learning are rigorously monitored, and staff are fully committed to continued improvement. As a result, classrooms are friendly, stimulating and challenging environments in which individual interests, talents and differences are respected and celebrated.

- 60 The school development plan is of very high quality and clearly maps out future development. It is based on a very detailed analysis of the school's context, and sets out precise and measurable targets for the future. Details of the personnel responsible,

the likely cost, and the way in which success is to be measured, are all carefully tabulated.

- 61 The day to day management of the school is effective. The school secretary is hardworking and efficient, and this enables teachers to focus on their work in the classrooms rather than spend time on routine administrative tasks. She is a good ambassador for the school when greeting visitors and parents.
- 62 The governors and headteacher work closely together to ensure that the school utilises its available resources effectively and meets its agreed development priorities. The quality of strategic financial planning is very good and provides a clear and fully costed projection for future developments and improvements in its facilities and resources. Spending is monitored closely, and the principles of checking that the school gets best value for the money it spends are applied very well.
- 63 The school had a carry forward figure of about ten per cent last year. However, this figure includes funds previously set aside as the governors' contribution towards the building of a new computer suite, the purchase of new computers, and an adjustment for the reduction in the standard number of pupils admitted to the school. The projected carry forward figure for the current financial year is around five per cent, and includes money that might be needed to complete the information and communication technology project.
- 64 The school grounds are extensive and provide grassed and hard surfaces for a wide range of sports and leisure activities. The grounds are attractively landscaped and very well maintained. Displays are used effectively to celebrate pupils' work and promote extra curricular activities. The provision of learning resources is good, fully supporting the delivery of the National Curriculum. The new information and communication technology suite is very good, and is situated to support investigative learning and research projects.
- 65 There is a good match of teachers to the demands of the National Curriculum. The number of enthusiastic and well qualified support staff is good, and they add much to the quality of pupils' learning.
- 66 Special needs provision is effectively led and managed by a part time coordinator. Statutory requirements for pupils with special educational needs are fully met. Funding for special educational needs is used appropriately to help ensure that these pupils receive the provision that they need.
- 67 A wide range of indicators, including the quality of teaching and learning, the quality of leadership and the good improvement made since the last inspection, show that the school is effective. When its expenditure per pupil is considered, it provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 68 In order to build on the school's many strengths, the headteacher, staff and governors should:
 - (1) Raise the rate of progress in information and communication technology by:
 - rigorously implementing and evaluating the school plan for developing information and communication technology capability;

- providing more opportunities for pupils to practise and develop their skills through work in other subjects.

(paragraphs 3, 22, 25, 49, 56, 63,79, 85,97,103,108,111,116,117,119,120,121,123)

This has already been identified within the school's development plan.

- (2) Review the planned opportunities within the curriculum for raising pupils' awareness and understanding of cultural diversity within our own society.

(paragraphs 36,73,127,130,136)

In addition, the school may wish to include the following minor issue in its action plan:

- (3) Improve the quality of pupils' handwriting so that it is consistent across all classes.

(paragraph 76)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	19	16	7	0	0	0
Percentage	10.6	40.4	34	15	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	264
Number of full-time pupils known to be eligible for free school meals	3

FTE means full time equivalent

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	42	26	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	36	38
	Girls	24	23	24
	Total	58	59	62
Percentage of pupils at NC level 4 or above	School	85 (86)	87 (83)	91 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	35	34
	Girls	23	23	23
	Total	55	58	57
Percentage of pupils at NC level 4 or above	School	81 (81)	85 (77)	84 (80)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	251	0	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani	7	0	0
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese	2	0	0
Any other ethnic group	3	0	0
No ethnic group recorded			

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: Y3 – Y6

Total number of qualified teachers (FTE)	10.2
Number of pupils per qualified teacher	25.9: 1
Average class size	33

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	94

FTE means full time equivalent

Financial information

Financial year	2000/2001
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	£
Total income	495539
Total expenditure	485422
Expenditure per pupil	1839
Balance brought forward from previous year	43202
Balance carried forward to next year	53319

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
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	204
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	20	0	1	1
My child is making good progress in school.	63	30	4	0	3
Behaviour in the school is good.	58	40	0	0	2
My child gets the right amount of work to do at home.	43	45	8	0	4
The teaching is good.	66	28	2	0	4
I am kept well informed about how my child is getting on.	46	39	11	0	4
I would feel comfortable about approaching the school with questions or a problem.	69	24	3	1	2
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	48	39	7	1	5
The school is well led and managed.	64	32	0	0	4
The school is helping my child become mature and responsible.	59	37	2	0	2
The school provides an interesting range of activities outside lessons.	28	47	11	8	6

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

ENGLISH

- 69 Pupils' attainment in English at the end of Year 6 is well above the national average. In the 2001 national tests, pupils achieved results that were well above the national average, and the percentage of pupils achieving the higher level (Level 5) was also well above average. The results are above those of schools in a similar context to Bromley Heath. The results for 2002 show a small reduction in the numbers achieving the higher level. However, inspection findings confirm that pupils work hard and achieve well in English throughout the school. This is an improvement on the finding of the previous inspection report.
- 70 Teachers in all classes make very good use of the National Literacy Strategy to teach English. They create interesting opportunities for pupils to recognise and use a variety of ways to communicate in speech and in writing. The very good use of questions by teachers to promote discussion creates a variety of speaking opportunities. Pupils respond positively and confidently, knowing their answers will be valued. This enables all pupils to take part in the lesson. They are eager and enthusiastic, including pupils for whom English is an additional language, who are willing to contribute positively to discussions.
- 71 When the school was last inspected, pupils' speaking and listening skills were described as good; they are now very good. Pupils listen attentively, both to the teacher and to each other. They respond to discussion points thoughtfully and are confident when they are challenged to express their point of view or to answer a direct question. Teachers plan all lessons carefully. In very good lessons, teachers plan in detail how they can develop and extend pupils' vocabulary. In a Year 3 lesson, pupils considered very carefully how to pronounce the word 'synonym'. They had offered a range of alternative words for 'nice', which they discussed in pairs until every pupil had made a suggestion. The use of a thesaurus added to the range of words. In Year 4, pupils listened attentively to poetry and recognised both rhymes and limericks. They clearly expressed their likes and dislikes; "I like it because it's funny", and "Tibby is not the name for a magic cat!" Pupils think about what they want to say before they make their responses. In this way, they are encouraged to develop their own independent lines of thought. Pupils work hard and are able to offer their thoughts and ideas, for example, when older pupils discussed the character of Oliver Twist after finding clues from the story. Teachers and classroom support assistants use questions very well so that different groups of pupils, including those for whom English is an additional language, are encouraged to make thoughtful contributions to lessons. Pupils with special needs work well independently or with classroom support.
- 72 Pupils' reading skills are very good. Teachers use a broad range of texts and ensure that all pupils can read aloud from the large text. Careful assessments are made, and very good support is offered to all pupils to improve their reading skills. For example, pupils in Year 3 confidently read poetry and are able to make sense of unfamiliar words and phrases. Year 5 pupils are able to interpret and offer alternative expression to particular words in a play script, and quickly recognise that expression can change the meaning of the phrase or sentence. Reading skills are taught very well. Pupils are encouraged to read regularly from books of their choice, and individual progress is recorded. Writing book reviews is part of the reading programme.
- 73 Since the time of the last inspection, the library has been remodelled and is now accessible to all pupils. Pupils enjoy reading and use the library on a regular basis.

The range of books, particularly fiction readers, is now good, and pupils feel they have choices from a variety of favourite authors, including the classics. The electronic system is carefully used to monitor their choices and maintain the book stock. There is also a good range of non fiction books for independent research skills. These books are in addition to the topic collections that are part of the resources for particular themes in history, geography and religious education. These are used to support research skills within the classroom. However, literature and non fiction books from other cultures are thinly represented.

- 74 The range of writing opportunities across all areas of the curriculum is a very good feature, and pupils use their literacy skills consistently well. Pupils in Years 5 and 6 write in a variety of styles and produce pieces of writing that are interesting and imaginative, using an extensive vocabulary. They develop ideas into more sustained stories. An author has recently worked in school, and pupils in Year 6 used word processing well to write carefully constructed stories modelled on his ideas. They confidently used many devices, including alliteration and similes, and redrafted the story line to add depth to their writing. Teachers and classroom support assistants provide pupils with many opportunities to explore their own ideas in other areas of the curriculum, and constantly make constructive suggestions about how to improve the quality of writing.
- 75 The very good use of discussion enables pupils with special needs to contribute to the lesson, which builds their self confidence and esteem. Pupils who have a very good knowledge of English are provided with tasks that extend and promote a deeper understanding of text. For example, high achieving pupils in Year 6 were challenged to explore the writings of Charles Dickens at a very technical level. They were able to draw comparisons between the characters and describe in detail both similarities and differences from a careful scrutiny of the text. The discussion was detailed and thorough, and challenged their understanding and preconceptions. The pupils found the task challenging and they learned very well.
- 76 Standards of handwriting vary widely across the school, and are generally too low. This is because pupils use a variety of handwriting styles and pens, some of which do not permit the flow of well formed cursive writing. Teachers make good use of opportunities in other subjects to encourage pupils to write at length. Nevertheless, they need to have higher and more consistent expectations for the quality of handwriting in all subjects.
- 77 All pupils make very good use of dictionaries and thesaurus. There is a good range of dictionaries related to their ability so that pupils with special educational needs have further clues to help them find words. The classroom support assistants encourage pupils to work independently so they achieve success in their task.
- 78 Teaching has improved since the time of the last inspection, when it was judged to be good. The quality of teaching is very good overall and never less than good. This is because teachers plan very carefully, taking into account the ability and needs of all pupils in their group. They set clear targets and learning objectives, which are shared with pupils. Teachers have a very good knowledge and understanding of the subject and make very good use of teaching resources. The clear direction and good use of the classroom support assistants add significantly to the quality of teaching and learning. The teaching methods are very effective, and good use is made of time and resources. Teachers use marking very well, and pupils respond positively to the comments which are made; the well aimed use of praise supports the very good behaviour in lessons. Teachers assess pupils' work carefully and thoroughly, and use the information to help pupils overcome difficulties and make good progress at achieving higher levels. The

very positive attitudes that pupils display are a significant factor in their achievement and learning.

- 79 The curriculum is very well organised. Good use is made of the National Literacy Strategy so that all pupils make continuous progress, and the skills of all groups are fully developed. This is due to the very good leadership and management of the subject and the very good teamwork between all members of staff. The very good procedures for assessment provide them with detailed information, which they use very well to plan challenging activities that match pupils' differing abilities. The use of information and communication technology is satisfactory, and many pupils have developed their good word processing skills at home.

MATHEMATICS

- 80 At the end of Year 6, pupils' attainment in mathematics is well above national expectations. In 2001, pupils' results in national tests were well above the national average, and above those for schools in similar contexts. Unconfirmed results from the 2002 tests show that the school has maintained this high level of attainment, including the proportion of pupils attaining the higher level (Level 5). All pupils achieve well. Pupils with special needs often attain higher levels than predicted. This is because teachers and support staff have very close links and ensure lessons are appropriate and challenging. Pupils for whom English is an additional language work at appropriate levels, often in higher ability groups. Although the subject currently has no coordinator, the headteacher has maintained an overview. He continues to monitor closely the quality of teaching and pupils' performance. Consequently, teachers have adjusted the curriculum to include more practical work, where pupils can apply their knowledge to solving problems. However, this approach needs further development. The subject has made good improvement since the previous inspection, despite changes in staff, because of the very high quality of leadership.
- 81 Pupils begin Year 3 with attainment that is above average overall and achieve well. Staff identify pupils with special educational needs quickly and plan appropriate activities and support. By the end of Year 6, the majority of pupils use the four rules of number very competently. They solve problems using ratio and proportion, express fractions as percentages, and represent their mathematical ideas using symbolic formulae. Most pupils have a very good understanding of data handling, can construct and interpret bar charts, and accurately measure angles. They understand coordinates, line and reflective symmetry, and rotation. The presentation of their work is very neat, and this prevents them from making careless mistakes.
- 82 Teachers also use mathematical skills very well in subjects such as science and design technology. Pupils, therefore, have very good opportunities to use measuring skills, graphs, and tables to record their findings. All pupils make good progress and achieve well. Homework supports the work done in classes effectively, and teachers mark the work regularly. Marking is helpful, and pupils have a very good understanding of how well they have achieved or what they need to do to improve.
- 83 The quality of teaching is very good overall. It was very good or excellent in four out of eight lessons. A further two lessons were good, and the remainder were satisfactory. Teachers have a very good knowledge of the subject and use the National Numeracy Strategy well to plan challenging activities. For example, Year 5 pupils watched the teacher give out coloured cubes to two children. The teacher skilfully led them to an understanding of ratio and proportion through practical demonstration. Pupils are very well motivated and concentrate very well in lessons. They settle very quickly to tasks and generally present their work well. The very good relationship between staff and

pupils encourages pupils of all abilities to share their ideas. Teachers are careful to include all children in their lessons. They ask questions that are very well matched to the pupils' different abilities during class sessions and independent work. Teachers assess their pupils continuously through their marking and through observations during lessons. Therefore, they are able to quickly adapt lessons if pupils are struggling to understand a concept or to complete a task. Consequently, they use time very effectively and pupils learn very well. Pupils know their own targets for mathematics and take pride in their achievements. There is a minority of lessons where teaching is satisfactory or good rather than very good. This is generally due to a slower pace caused by insufficiently clear explanations that means some pupils are not clear about what they have to achieve during the lesson.

- 84 The curriculum is very good, and a wider use of practical activities is extending pupils' knowledge of the application of mathematics. The majority of teachers plan to use mathematical programmes on the computers in lessons. Pupils have well organised rotas to ensure they have the opportunity to use them. Much improved resources are about to become available to extend the use of computers for recording and analysing data. Pupils work in pairs or groups to investigate problems, and this makes a very good contribution to their social development. They discuss and listen to each other's ideas well. In a Year 6 class, pupils play a game where they have to discover the number they have on their back by asking three questions, and then moving on. Pupils respond very well to each other, and those less confident are able to take part fully because of the very good relationships in the class.
- 85 Assessment is very thorough, using test results and work in class to identify the strengths and weaknesses of individuals and curriculum provision. This is very clearly linked to the school's performance targets and strategic development plan. Evaluation at all stages is very thorough, and therefore the school is likely to maintain its very high standards for all pupils. Satisfactory use is made of computers to practise arithmetic skills and to handle data, including the use of spreadsheets.

SCIENCE

- 86 At the end of Year 6, pupils' attainment in science is well above national expectations. In 2001, pupils' performance in the national tests was well above the national average, and results were much the same as those of schools in a similar context to Bromley Heath. Unconfirmed results from the 2002 tests indicate that this high level of performance has been maintained, and the proportion of pupils attaining at a higher than average level has increased. Overall, there has been good improvement in test results since the last inspection, and the high standards found in 1998 have been maintained.
- 87 Pupils achieve well in all aspects of the subject. Consequently, by the end of Year 6, many pupils know a wide range of scientific facts and have a very clear understanding of key principles and ideas. For example, they can explain in scientific terms how shadows form and what happens to substances when they go through an irreversible change. A minority of lower attaining pupils do not have such good understanding and are unable to give precise and detailed explanations. However, they appreciate that everything that happens has a cause and can, for example, classify the changes that take place in materials into those that can be reversed and those that cannot.
- 88 When the school was last inspected pupils' factual knowledge was found to be better than their understanding of how to carry out scientific tests. This is no longer the case, and pupils' science enquiry skills are well above average. The improvements have

been achieved by providing pupils with more opportunities to carry out investigations and experiments for themselves. Most Year 6 pupils know how to make a test fair, and appreciate that a prediction is an initial idea, which may be modified later when all the information has been gathered and analysed. They know that taking multiple readings improves the reliability of the data, but only the higher attainers know how to draw a conclusion from information they have collected. The majority of pupils confuse this final part of the investigative process with evaluating the original prediction.

- 89 The strength of pupils' attainment is their ability to think for themselves. This is a result of the very effective teaching pupils receive, in which they are challenged to reason things out for themselves. This promotion of thinking skills by teachers and pupils' willingness to think hard, evaluate information carefully and to use what they already know is the main reason why standards are at such a high level. A good example was seen in a lesson in Year 3. The teacher asked pupils to look at the shapes of their teeth and to think why they were different. This made them consider their own teeth carefully and to picture what happens when they bite and chew. As a result, pupils acquired a very clear understanding of how sets of teeth function as a unit. The detailed answers the pupils gave to the teacher's well judged questions revealed the very detailed knowledge that many pupils had acquired.
- 90 Overall the teaching is very good. In the most productive lessons:
- Teachers explain quite complex ideas in simple terms that pupils can understand. Teachers are able to do this because they have very good subject knowledge.
 - The work provides a high level of challenge for pupils of all abilities through the learning targets that are set and the carefully considered questions teachers ask. Pupils respond by trying hard and concentrating well.
 - Very good relationships are established which encourage pupils of all levels of attainment to put forward their ideas. As a result, pupils readily participate in lessons.
 - Lessons are planned thoroughly and organised effectively. Activities are based on what pupils have experienced previously and new learning builds logically on what pupils already know and can do.
 - Teachers use praise regularly to promote pupils' self esteem and belief in their own abilities. This gives pupils the confidence to offer suggestions, share their views and, in a few instances, to think laterally.
- 91 The teaching is satisfactory, rather than very good, in a small minority of lessons. The principal weaknesses in these lessons are a lack of pace and insufficient challenge, particularly for higher attaining pupils.
- 92 Pupils' attitudes to science are very good. They show considerable interest and thoroughly enjoy discovering things about the world around them and how it works. Pupils with special educational needs achieve well. The work they are given to do is appropriate to their needs, and teachers take care to ensure that they are able to participate fully in lessons. Similarly, pupils who speak English as an additional language are included in all activities according to their ability in science, and they too maintain a good rate of progress. A small proportion of pupils show particularly high ability. Teachers promote the progress of these pupils effectively by providing work that is particularly challenging, asking them demanding questions and giving them the

opportunity to contribute regularly to discussions. Higher attaining pupils readily share their knowledge and understanding with the class, and all pupils show respect for each other's differing abilities. This adds to the quality of discussions to the benefit of all pupils.

- 93 Teachers make very good use of the opportunities science lessons provide to extend pupils' literacy and numeracy skills. Pupils are required to record information and findings clearly and in detail to help interpretation and to provide a basis for discussion. They are taught to accumulate and analyse numerical data systematically and thoroughly. Many Year 6 pupils are able to identify anomalies within data and know what to do to eliminate them. In contrast, not enough use is made of information and communication technology in science. Computers are used to aid the handling of data, but this is not a regular feature of pupils' work. Much improved resources are about to become available to teachers, and this will enable pupils to practise their skills regularly.
- 94 The monitoring of pupils' performance is very good overall. The procedures for assessing pupils' learning and the tracking of their progress are good. Work is marked carefully and periodic tests or other assessments are made as each unit of the programme of work is completed. Teachers make very good use of the information these provide to plan future lessons and to guide curriculum planning. Much of the information these assessments provide relates to pupils' factual knowledge or their understanding of scientific principles. Procedures for the ongoing assessment of pupils' enquiry skills are not as well developed, and teachers do not have all the information they need to identify which skills some pupils need to develop next.
- 95 The curriculum is very good and provides a well balanced programme of activities for all pupils. Subject management is currently being carried out by the headteacher while a replacement is found for the science coordinator, who recently left the school. This is slowing subject development a little because of the limited time the headteacher can devote to it, though not so much as to adversely affect standards. The headteacher is keeping a close eye on the quality of teaching and learning and analysing test results thoroughly to ensure that the school knows as much about pupils' performance as possible. There is every indication that this subject will remain a strength of the curriculum and continue to develop strongly.

ART AND DESIGN

- 96 Standards in art are above national expectations by the end of Year 6. This is because of the very well planned scheme of work, which gives very good guidance to teachers about the skills that pupils need to develop. The new coordinator has a clear understanding of the subject and has given good support in class to other teachers. This has been a positive experience for her and her colleagues, and her role has developed well through the sharing of expertise. The subject has made good improvement since the previous inspection, and standards have risen.
- 97 Pupils achieve well in aspects of the subject such as drawing and painting, but could make more progress through an increased emphasis on using textiles and three dimensional work. The coordinator has identified these areas through careful monitoring of teachers' planning. All pupils, including those with special educational needs, make good progress. They all have very positive attitudes to the subject and look forward to their lessons. They talk enthusiastically about the subject and can name artists they have studied and reflect on why they like their work. Through working collaboratively on large paintings and drawings, they develop very well socially, learning to share ideas and equipment, and being able to listen to each other. Lessons link well to other subjects, such as the Aztec topic in history. However, the numbers of

computers of good quality that were available for pupils to use has restricted the use of information technology. Pupils use colour well and have very good skills in colour mixing by the time they are eleven years old. They begin to learn about colour when they join the school in Year 3, and the curriculum builds on their knowledge in sequence so they have a good knowledge of colour wheels, and complementary colours.

- 98 Only one lesson was seen during the inspection, and there is insufficient evidence to make an overall judgement about the quality of teaching across the school. The coordinator has a comprehensive portfolio of pupils' work, from Year 3 to Year 6. It contains a wide selection of work but it is not annotated to show the ability, skills and knowledge developed through each activity. Nevertheless, teachers do keep ongoing assessments of pupils' work, which they carefully annotate to pass to the next teacher. Pupils' skills develop well, and their work becomes more detailed and refined as they gain in confidence and understanding. Teachers plan activities well to develop pupils socially through collaborative work and through investigating moods and feelings. They represent these moods and feelings, for instance in the style of Picasso's Blue Period. However, teachers do not plan sufficient opportunities for pupils to study modern non European art, and they miss opportunities to develop Indian and African textile work, although such opportunities are identified in the planned curriculum. There are a few pupils from ethnic minority groups in the school, but opportunities to use their cultures to enrich the curriculum are missed. Teachers use resources well, and their expertise is developed effectively by working alongside artists in residence. Pupils and staff use sketchbooks that show good progress in sketching techniques and some experimenting with different pencils. However, they do not use them to keep notes about colour mixing, or as a scrapbook of ideas for developing future work.

DESIGN AND TECHNOLOGY

- 99 Standards in design and technology are above average by the end of Year 6. This is an improvement on the findings of the previous report, when standards were judged to be only satisfactory. Although only one lesson was observed during the week of the inspection, evidence of previous work, discussion with teachers and pupils, and an analysis of pupils' work on display, indicate that standards are good. The policy and scheme of work provide very good support for teachers. This, too, is an improvement on the finding of the previous inspection. There was insufficient evidence to make a judgement about the quality of teaching overall.
- 100 Pupils generate their own ideas and analyse and amend their designs, bearing in mind the intended purpose of the article planned. For example, pupils in Year 5 were set the task of designing and making musical instruments. They carefully examined a range of instruments brought from home and, through good questioning from the teacher, arrived at some fascinating conclusions. For example, pupils considered whether the varnish on an instrument affected the quality of the sound it produced. When they are making things, pupils throughout the school amend their designs as difficulties of construction become apparent. Their evaluations take account of these amendments and their implications for future work. There is a strong emphasis throughout the school on design, making and evaluation.
- 101 The pupils' attitudes and behaviour in the single lesson seen were very good overall. Pupils enjoyed the lesson and sustained their concentration. They responded well to questioning and readily recalled previous learning, thus developing their skills and understanding.
- 102 In the single lesson seen, the quality of teaching was good. The teacher explained clearly what pupils had to achieve and made very good use of what had been previously

learned. This ensured that everyone knew what they had to achieve by the end of the session. The way in which the teacher phrased her questions challenged pupils to clarify their thinking and to give reasons for their choice of materials. There was an opportunity for pupils to review what they had achieved at the end of the session, and to set new targets for the next lesson.

103 The coordinator is using her expertise very well by passing skills on to other members of staff. Teachers have high expectations of the quality of making throughout the school, and pupils achieve high standards of precision and finish in their products. In contrast, not enough use is made of information and communication technology. For example, cameras are used to record pupils' work, but the lack of good quality machines has restricted the use of computer aided design.

GEOGRAPHY

104 Standards in geography are well above national expectations by the end of Year 6. This is because a significant proportion of pupils have a detailed knowledge of geographical facts and a clear understanding of how different events shape the features of the world.

105 The teaching is often very good and generates high levels of interest and application. Consequently, the majority of pupils achieve very well and make sustained progress throughout the school. This is equally so of pupils with special educational needs and those who speak English as an additional language. All pupils receive work that is appropriate to their needs and are able to participate fully in lessons. The very highest attainers are challenged well with questions that make them think hard, and all pupils are encouraged to extend their learning by carrying out their own research at home.

106 Teachers' very secure subject knowledge enables them to present key ideas in a manner that pupils can understand, while at the same time looking in depth at the principles involved. For example, Year 6 pupils learn how water falling on the land can permeate rock and how rivers can change course through the deposition of materials. This enables pupils to grasp that landscapes are constantly changing, albeit very slowly.

107 By surveying their own environment, pupils are able to appreciate that geographical factors influence everyone. Pupils in Year 5 carried out a survey of public opinion by proposing the pedestrianisation of the local high street. From this they have come to realise that decisions about the environment are not always straightforward, and there may be strong arguments both for and against proposals. Such activities are helping pupils to become thoughtful individuals and are doing much for their personal development. Pupils' attitudes to the subject and their behaviour in lessons are generally very good.

108 Lessons are well planned and have clear objectives, which teachers share constructively with the class. In one lesson in Year 4, the teacher had planned to take the pupils outside to survey the litter left around the school grounds. A second lesson plan had also been written in case the weather prevented this taking place. This thoroughness is a strong characteristic of the teaching. Pupils gained much from the activity and were able to draw their own inferences, such as "We don't always see it because it gets hidden at the back" and "It is like a border around the field". The challenge in the lesson did not end when the bell sounded, but continued with the teacher setting the pupils an overnight task of considering remedies to the litter problem. Teachers promote pupils' literacy and numeracy skills well through geography, but the use of information and communication technology is less well developed.

109 The subject is very well led by a knowledgeable and enthusiastic coordinator. She has a clear understanding of how standards can be raised even further. The curriculum is very good and well resourced, but needs to include a little more practical fieldwork to make it excellent. The procedures for assessing pupils' learning are good, but clearer criteria for the evaluation of pupils' skills would make this task easier for teachers to carry out. There has been very good all round improvement since the last inspection, but the school is still evaluating what further improvements can be made. This is a very healthy sign.

HISTORY

110 Standards are good by the end of Year 6, and similar to those found at the time of the last inspection. All pupils achieve well, including those with special educational needs or English as an additional language. There is a very clear policy and scheme of work, recently reviewed to incorporate changes to the curriculum. Teachers have adapted their planning to ensure the curriculum is fully covered.

111 Pupils' attitudes to their work are very good, and they achieve well in all aspects of the subject. Their work and the quality of their discussions show that, by Year 6, pupils have a clear understanding of the chronology of different historical periods. They are able to compare the way people lived in ancient Egypt with the ancient Greeks and recognise both the similarities and differences. Pupils have a good knowledge of significant historical figures. More use could be made of the Internet for research, although good use is made of CD ROMs. The coordinator already has plans to develop this aspect using the resources in the new computer suite.

112 The quality of teaching is good overall. Teachers are confident and have a good knowledge of the subject, so that lessons are lively and interesting. As a result, pupils are very interested in the subject. For example, the interest of pupils in Year 3 was engaged when they were asked to write new headlines and slogans for Second World War posters. The pupils cooperated very well and were captivated by the wide range of posters available for them to study. They commented that they found this work 'fun', and wrote some imaginative and thought provoking slogans. For example, they substituted the original 'Women wanted for factory work' with 'Come on girls, we need to help the boys'. In a Year 6 lesson, pupils used the detailed factual information based on designs from a previous art lesson to give perceptive answers about the lifestyle of the Aztecs and their influence on the world.

113 Pupils are confident and think very well for themselves. They listen carefully to each other and are able to respond to questions thoughtfully. They tackle their written work enthusiastically because they have very good ideas and clear understanding of what they are expected to achieve. Pupils work hard and complete their tasks, so that the pace of learning is good and often very good.

114 Pupils with special needs respond positively to the well directed questions and make good progress in discussions. Their tasks are defined so that they are able to contribute and achieve well within their ability level. It is a similar picture for those pupils who are of a high ability level; the challenge within the tasks ensures they make good progress.

115 The subject is well coordinated. The coordinator takes an overview of planning and retains samples of pupils' work to check they make consistent progress. Assessment is good, and the information is used to identify what is successful and what needs to be improved. The curriculum is enriched by a number of visits to local places of interest and by visitors to school. There are also good links with English through opportunities to extend pupils' writing skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 116 By the end of Year 6, pupils achieve standards that are in line with those expected nationally for pupils aged 11 years. Previously, the lack of sufficient computers of good quality has reduced the opportunities for the pupils to practise their skills regularly, which has reduced the rate at which all groups of pupils are able to learn.
- 117 The school is very aware of the deficiencies in information and communication technology, and effective action has been taken. All of the unsatisfactory elements are being addressed well, including staff training and provision of new computers. The school has already purchased sixteen new computers and has the loan of an interactive whiteboard for the new technology suite. Teachers are now using these resources well, and subject coordinators have identified opportunities for information and communication technology within their subject planning. This was a key issue at the time of the last inspection. However, these initiatives are very recent and have yet to make a significant impact on standards.
- 118 The quality of teaching and learning seen during the inspection was good overall, and pupils now achieve well during lessons. The teachers' very good subject knowledge enables them to lead the activities with confidence, giving clear instructions to the class and skilfully ensuring that all pupils are involved. The pupils respond very well to the teachers' high expectations of their work and behaviour. They respond very positively to challenges, answer questions enthusiastically and concentrate very well on the tasks. The teaching methods used are effective and are considerably enhanced by the use of a projector and interactive whiteboard to introduce a new range of software and computer skills.
- 119 Although opportunities for information and communication technology have been identified within the planning of subjects such as English, mathematics and science, pupils previously were not given sufficiently regular opportunities to practise their skills because of the lack of computers of good quality. The school has addressed this, and is rapidly broadening the range of activities that are offered to all pupils. For example, they are using spreadsheets to collect and interpret data in mathematics, and to control events such as the flashing of a lighthouse and the sounding of a foghorn. A good scheme of work has been introduced which is based on official guidelines. This is supported by satisfactory procedures for checking pupils' progress. Teachers keep careful records of what pupils can do, and are using this information to support pupils' learning and plan subsequent work for them.
- 120 In English, pupils use word processing skills to present their writing. Pupils know how to change the size of fonts and alter the quality of text, for example by selecting "bold". Older pupils can check text for accuracy, redraft their work, and insert graphics to illustrate their writing. In mathematics, pupils have used spreadsheets to manage information and to improve their arithmetic.
- 121 Pupils use the Internet to research information for projects, for example in geography and history. However, much of this has been done at home, as there was previously limited provision for access to the Internet and to send and receive email. This will rapidly improve once the computer suite is fully operational.
- 122 Pupils with special educational needs are very well supported. They are making good use of commercial programs to improve their achievement in reading, spelling and mathematics, and are achieving well in relation to their previous attainment.

123 Leadership and management of the subject are good, and the need to improve standards is clearly understood. The priorities for development outlined in the school improvement plan are detailed and appropriate. The governors are yet to formally adopt the school policy to protect pupils from offensive materials on the Internet and from undesirable external contacts, for example through email.

MUSIC

124 Standards are good by the end of Year 6. Pupils in Year 4 are presently exceeding standards expected for their age because of the specialist teaching they received during their time in Year 3. At the time of the last inspection, standards were described as above average, and similar standards have been maintained. Teachers are supported by a planned music curriculum and the advice from an external music specialist. Pupils achieve well and enjoy their music lessons because of the good use of a wide variety of music resources. The headteacher is monitoring the planning of all music lessons to make certain pupils receive a balanced and relevant music curriculum in the absence of a music coordinator.

125 Every pupil in Years 3 and 4 receives a weekly recorder lesson. Pupils are able to recognise rhythmic musical patterns and can distinguish notes on the treble clef. The teacher uses a range of clues to enable pupils to recognise notes of different length so that they can all play well in unison. The pupils work together very well, and are very well behaved, which enables them to make good progress during lessons. The very good control and high expectations of the teacher ensure that pupils play recognisable tunes well and gain further knowledge about making music. Pupils learn well together. Even when not directly engaged in tapping out rhythms, they carefully listen to the groups who are performing.

126 In a Year 3 lesson, pupils used their voices to denote a 'scurrying squirrel' and recognised that pitch and timing were important elements in their composition. They applauded individual efforts, and were able to suggest ways of improving the composition. In some lessons, non specialist teachers use a commercial scheme of work. This is satisfactory, but the range of activities is not as broad and the pace of these lessons is slower. Teachers use the correct technical language, and pupils are able to recognise these musical terms and also use them appropriately.

127 Pupils use music books throughout the school. These reflect knowledge of composers and different types of music, which is played in lessons and at assembly. Pupils are able to express preferences about the music that appeals to them. They listen to music from a good range of classical and contemporary composers. However, there are fewer opportunities to appreciate the work of composers from other cultural traditions. The assessment of pupils' skills in composing and performing is satisfactory, and the information is used to inform future lesson planning. Pupils' musical knowledge is assessed at the end of each module of work, and forms part of the record of pupils' progress in music through the school.

128 Overall, pupils' knowledge and understanding of music is good. Pupils from Years 4, 5 and 6 take part in the school choir, which sings well in unison and in two parts. A recorder club meets regularly to develop their skills in performing as a group.

PHYSICAL EDUCATION

129 Standards in physical education are above national expectations by the end of Year 6, and pupils' achievements are good. By the age of eleven, almost all pupils are able to

swim a minimum of 25 metres, and approximately one third have techniques and abilities above those expected for the age group. Due to no fault of the school, swimming lessons in Year 6 are restricted to about 30 minutes pool time each week, which limits the progress that pupils can make. It is a measure of the maturity of pupils that, while most would like more time for swimming, they are able to appreciate the school's difficulties in providing this. Those who attain higher standards often have additional lessons outside school time.

- 130 There are no such limitations in other areas of the physical education curriculum, and a well balanced programme of activities helps to ensure that pupils develop a good range of skills and abilities. Dance is particularly well taught. Teachers have had recent in service training and are using what they have gained well in lessons. For example, in a series of lessons in Year 5 based on Native American dance, the teacher taught pupils how to create individual actions and then combine them into a sequence to form a complete dance. The teacher's thorough explanation of the cultural base of the dance enabled pupils to appreciate the ideas and beauty it contained, and to reflect this in their own interpretations. This resulted in standards of performance well above average. Pupils worked with originality and very clearly enjoyed the activities. In addition, pupils were able to appreciate and reflect upon a culture that is often portrayed very differently in books and films.
- 131 The very good, and at times excellent, attitudes shown by Year 5 pupils in dance are the norm in all physical education lessons. Pupils participate enthusiastically, listen carefully to what teachers are saying to them and try hard to improve, using the clear guidance they are given. They cooperate very well, share ideas constructively and show appreciation for the skills of others. Many of these very positive characteristics are linked to the good, and at times very good, teaching that pupils receive. Good techniques, such as warming up thoroughly, practising key skills to improve performance and evaluating performance to identify strengths and weaknesses, are taught consistently in all areas of physical education. For example, in a Year 4 football lesson, the teacher spent some time on close ball control skills before moving pupils on to more complex dribbling activities. As a result of these well structured activities, pupils of both sexes were able to move the ball without losing control. There were no balls shooting off in different directions, as often happens in lessons requiring this level of skill for this age group.
- 132 Teachers plan very carefully, and this helps to ensure that all pupils, irrespective of their level of attainment, can participate fully and maintain a good rate of progress. In a minority of lessons, pupils do not learn as much because the teacher talks for too long and pupils are not active enough. The school recognises that it has a small number of very talented pupils and makes every effort to ensure that they have the opportunity to utilise and develop their abilities.
- 133 The curriculum is extended well, with a very good range of extra curricular activities, including tennis, football skills, tag rugby and dance. The coordinator leads the subject well and there has been good improvement since the last inspection. Clear plans for further development are in place, building securely on the firm base that is already established.

RELIGIOUS EDUCATION

- 134 At the end of Year 6, pupils' attainment is well above the requirements of the local agreed syllabus. This is because of consistently high quality teaching and the well planned curriculum. The coordinator takes all the religious education lessons. This ensures the continuity of pupils' learning and a consistent approach to the subject. She has very good subject knowledge and has skilfully identified good opportunities to assess pupils' knowledge, as well as time for reflection about beliefs. For example, after learning about different creation stories, pupils decided whether they were true or false. They began to make links between their knowledge and understanding, and a Year 3 pupil wrote, "I don't believe this story because dinosaurs were alive before then." Higher attaining pupils also began to give reasons for their choices. Pupils with special educational needs contribute fully to lessons because they have appropriate activities that require thoughtful oral responses but not necessarily lengthy written answers. Through religious studies, the pupils learn about other faiths and cultures. The coordinator uses the locally agreed syllabus very effectively to give pupils an understanding of the similarities and differences between the major faiths of the world. For example, they look at the different ways in which naming ceremonies are performed and find out the meanings of names, including their own.
- 135 Pupils in all year groups learn and achieve very well, including pupils for whom English is an additional language. They have many opportunities to reflect on their own values and beliefs, and their relationships with others. Pupils' personal development is very good because these activities help them to find their own strategies for dealing with difficult issues, rather than being taught them.
- 136 There has been good improvement since the previous inspection, as standards have risen and pupils' attitudes are now very good. The subject makes a very good contribution to pupils' spiritual, moral and social development. Although it makes a good contribution to their cultural development, the subject does not sufficiently highlight the multicultural nature within the pupils' own locality. For example, there are no visits to places of worship or visitors from other faiths.