

INSPECTION REPORT

BURNT OAK JUNIOR SCHOOL

Sidcup, Kent

LEA area: Bexley

Unique reference number: 101427

Acting Headteacher: Mr P Cooper

Lead inspector: Ms J Mackie

Dates of inspection: 24-26 May 2004

Inspection number: 255677

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
Number on roll:	236
School address:	Burnt Oak Lane SIDCUP Kent
Postcode:	DA15 9DA
Telephone number:	020 8300 5854
Fax number:	020 8302 6195
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs I Warnock
Date of previous inspection:	14 September 1998

CHARACTERISTICS OF THE SCHOOL

The school serves the local community, which consists mainly of owner-occupied housing. There are 236 pupils on roll and they are predominantly of white – UK heritage. Three children have English as an additional language although only one, whose first language is French, is in need of additional support. The proportion of pupils eligible for free school meals is below the national average. The vast majority of pupils transfer from the neighbouring infant school, with attainment that is above average. The socio-economic circumstances of the pupils are largely favourable. The proportion of pupils with special educational needs is below the national average, with one pupil having a statement of special educational need. The specific needs are largely related to literacy and numeracy. Movement in and out of the school at times other than the beginning of the year is not significant. The current Year 6 cohort, however, contains a number of children who joined in Year 4. The school achieved the Basic Skills Quality Mark in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7871	Jean Mackie	Lead inspector	Science Information and communication technology Design and technology
9399	Roger Watts	Lay inspector	
32181	Maria Coles	Team inspector	Mathematics Art Music Physical education Special educational needs
1963	Sibani Raychaudhuri	Team inspector	English Religious education History Geography English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Burnt Oak Junior is a **sound** school and provides satisfactory value for money. The achievement of pupils is satisfactory with pupils in Year 6 reaching standards that are in line with national expectations overall. Some good teaching in Years 5 and 6 has resulted in good achievement for the pupils in these year groups. The acting headteacher has provided some much-needed stability for the staff following an unsettled period over the last few years.

The school's main strengths and weaknesses are:

- Standards in English and mathematics by Year 6 are above average as a result of some good and sometimes very good teaching.
- The school has nurtured good attitudes to learning amongst the pupils and their behaviour is very good.
- Standards in science are below average.
- Whilst tests are undertaken to assess pupils' progress at the end of each year, regular monitoring does not take place to help teachers plan what pupils should learn next.
- The procedures for monitoring the work of the school and prioritising areas for improvement lack rigour.
- While the day-to-day care of the pupils is satisfactory, a number of health and safety regulations are not fully in place.

The school has shown satisfactory improvement since the last inspection, with most action having taken place in the last year. Standards have risen broadly in line with the national trend and the proportion of satisfactory and better teaching has improved. Provision in information and communication technology is now secure and parents receive more regular information about their child's progress. Aspects of monitoring and evaluation have only just been tackled and science remains a weakness.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	A	C
mathematics	C	B	A	C
science	A	C	C	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement overall is satisfactory. Older pupils have experienced an unsettled period with a high turnover of staff during their early years in the school. They are achieving well in English and mathematics and, by Year 6, they are reaching standards that are above average. This represents satisfactory progress from their attainment on entry to the school. The pupils show good language and number skills. Speaking and listening is a particular strength in Years 5 and 6. Achievement is unsatisfactory in science and standards are below average. Skills in information and communication technology have improved since the last inspection and are now average. Pupils with special educational needs achieve as well as others in the class, as do higher-attaining pupils. There is no significant difference in the achievements of boys and girls. The small number of ethnic minority pupils, including the one child with emergent English, show similar achievement to their peers.

The pupils' personal development is satisfactory. Their spiritual and moral development is satisfactory and their social development is good. The pupils'

cultural development is, however, unsatisfactory. The pupils have positive attitudes to school and their behaviour is very good. Attendance is below the national average. The pupils arrive punctually for school in the morning. They generally enjoy their lessons and take an active role in school life, including extra-curricular activities.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. The quality of teaching is satisfactory overall. Teaching is good in English and there is some good teaching evident in each year group. Some very good teaching was observed in English and mathematics in Years 5 and 6. In other subjects, teaching is broadly satisfactory. Tests are used to assess the pupils' attainment at the end of each year but teachers are not regularly assessing the pupils' progress in lessons and using the information to influence future planning. The school provides an appropriate curriculum which offers breadth and balance although there are some shortcomings in the science curriculum. There is an adequate number of extra-curricular activities which help to enrich the pupils' experiences. There are suitable arrangements to ensure the day-to-day care of the pupils but the school does not meet all of the statutory requirements with regard to health and safety.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The school has experienced a period of uncertainty over the last few years with the long-term illness and sudden departure of the previous headteacher. The acting headteacher has set a clear educational direction for the staff over this last year and established a positive team ethos. Monitoring has been re-established and some appropriate actions taken as a result. This process is, however, in its early stages and currently lacks rigour. The governing body, which comprises a large number of members who are relatively new in post, have, with the support of the acting headteacher, quickly gained an overview of strengths and weaknesses within the school. They are tackling issues with commitment, ably led by the chair of governors. There remain, however, some important statutory requirements that are not in place.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are broadly supportive of the school. The majority feel that their children are making good progress and that teaching is good. Where concerns were expressed, they mostly focused on the information provided about how their children were getting on, the way that the school seeks the views of parents and the range of extra-curricular activities provided. These are all judged to be satisfactory. Pupils are also supportive of the school. They think that their teachers expect them to work hard and that they are supported when they get stuck. Only just over half, however, thought that their lessons were fun.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in science.
- Establish a clear and consistent set of procedures for regularly assessing and recording the pupils' progress in lessons and to set targets for the next steps in their learning.
- Reduce the number of priorities in the action plan and ensure that the measures of success are clearly focused on outcomes for pupils.

and, to meet statutory requirements:

- Develop and implement a Health and Safety Policy in line with LEA guidelines.
- Develop and implement a Race Equality Policy.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is satisfactory overall. Pupils in Years 5 and 6 achieve well in English and mathematics. Achievement in Years 3 and 4 is satisfactory overall in these subjects although there is some good achievement in some lessons in these year groups. Achievement in science is unsatisfactory.

Main strengths and weaknesses

- Standards in English and mathematics by Year 6 are above average.
- The pupils' language and number skills are good.
- Standards in science are below average.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.6 (27.1)	26.8 (27.0)
mathematics	28.3 (27.8)	26.8 (26.7)
science	28.7 (28.3)	28.6 (28.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year

1. In the 2003 national tests in Year 6, the pupils achieved results overall that were above the national average but below the average for similar schools. The English and mathematics results were well above the national average and in line with the average for similar schools. Performance at the higher Level 5 was stronger than that at the expected Level 4 for both subjects, with targets being exceeded. Targets for Level 4 were not met, however. The school puts this down to the revision programme which particularly helped the higher-attainers. Results in science, whilst in line with the national average, were well below the average for similar schools. Standards have improved broadly in line with the national trend although results in the separate subjects have shown some variable patterns over the last few years. Taken overall, the results improved significantly from 2002 to 2003. There is no significant pattern in the relative performance of boys and girls, although boys have generally done better than girls when compared to the national boy/girl figures, particularly in 2003.
2. Inspection findings show that the pupils' achievement is satisfactory and that the overall standards reached by Year 6 are average when taking all subjects into account. In English and mathematics, good and sometimes very good teaching in Years 5 and 6 enable these pupils to achieve well and, as a result, the pupils reach standards in these subjects which are above average overall. This represents satisfactory progress from their attainment on entry. Within mathematics, standards in number work are stronger than those in the application of mathematics. These older pupils have experienced a high level of staff turnover in the past and the focused teaching, particularly in Year 6, has enabled them to reach these above average standards in English and mathematics. Achievement in Years 3 and 4 is more variable but is satisfactory overall, with some good achievement in lessons in both year groups. Achievement in science is unsatisfactory, and, as a result, standards by Year 6 are below average. This is because of weaknesses in assessment and shortcomings in the curriculum.

3. The good provision for reading plus the opportunities for discussion, particularly for the older pupils, has enabled them to develop good reading and speaking and listening skills. Writing skills are improving but not at the same standard as yet. The strong focus on number has resulted in high standards in this aspect of the pupils' work. Some opportunities are provided for pupils to consolidate both language and number skills across the curriculum but this practice is not consistent across all classes or in all subjects, such as science, for example. The provision for information and communication technology has improved since the last inspection and teachers show greater confidence with the subject. As a result, achievement is satisfactory and standards are now average.
4. Many pupils with special educational needs achieve average standards in reading and mathematics by the end of Year 6. The achievement of the higher-attaining pupils is good, which is an improvement compared to the previous inspection, because work is now more challenging for them than was previously the case. Pupils from ethnic minority groups also show similar achievement to their peers.
5. The scope of the inspection did not enable a detailed evaluation of standards in all subjects to be undertaken. However, pupils mostly achieve satisfactorily and standards of work in most subjects, including music and religious education, are largely in line with national expectations.

Pupils' attitudes, values and other personal qualities

Attendance is **unsatisfactory** but punctuality is **good**. Pupils have **good** attitudes towards their school and behave **very well**. The school promotes their personal development **satisfactorily**, with a strength in social development and a weakness in multicultural awareness.

Main strengths and weaknesses

- Overall attendance is below the national average but few pupils are late each morning.
- Attendance monitoring procedures do not meet with official recommendations.
- Pupils are interested in their work and the life of the school.
- Pupils' behaviour is very good in all aspects of school life; there is little bullying and the school acts quickly to resolve any problems that occur.
- Pupils are encouraged to respect others and accept responsibility willingly.
- Pupils are not sufficiently aware of cultural traditions other than their own.

Commentary

6. Last year attendance was below average. No summative figures were available for this year. Registers are taken correctly and the school is strict about obtaining reasons for absence, but there is no system for analysing the data which would allow the school to act more quickly in improving attendance. At present, there is no system for rewarding good attendance, either individually or by class. There has been inconsistency in designating what should be classed as unauthorised absence, and this is still not totally clear. Guidelines on the need to contact parents on the first day that a pupil is absent without explanation are not rigorously followed. Parents do ensure, however, that their children arrive promptly in the morning. This enables registers to be taken quickly and helps the teachers to settle their classes quickly into the routines of the day.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

7. Almost all parents believe that their child enjoys school, although only a quarter agrees strongly. Pupils responding to their questionnaire had similar views and those questioned can think of little that would improve it. Their attitudes in lessons are closely linked to the skill of the teacher in stimulating them and allowing them some latitude in taking initiative. In the better lessons, pupils are attentive and keen to answer questions. More mature pupils raise questions themselves. Sometimes, however, the teacher is too restrictive or spends too much time talking at pupils rather than allowing them freedom to contribute more to their own learning. In almost all lessons, pupils get on quickly with their tasks, concentrate and work hard to overcome problems.
8. In lessons, pupils are considerate towards others and teachers rarely have to speak sharply to them. This allows teachers to concentrate on teaching and pupils to work uninterrupted. Pupils listen carefully in assemblies and behave impeccably in the dinner hall. At break times, they play and mix well together and there is little conflict or disagreement. Pupils say there is little bullying or racism. There were no exclusions last year. Pupils with special educational needs behave well because members of staff consistently have high expectations of pupils' behaviour. The school's ethos and approach to behaviour management means that there are very few instances of inappropriate behaviour.
9. The school raises the pupils' social awareness and citizenship well through the personal, social and health education lessons and assemblies. Older pupils have the opportunity to discuss news items in debate form and there is a discussion club that is well attended. The lack of bullying and racism is a result of the caring ethos engendered amongst pupils. Pupils are very tolerant of those with differing beliefs, although they know little of them. The school council plays an important part in preparing pupils for citizenship. Pupils act as officers for the council, chairing the meetings and taking minutes. The officers then negotiate with staff about whether their recommendations can be implemented. Although pupils undoubtedly know right from wrong and are involved in deciding classroom rules, they have yet to develop a deeper awareness and understanding of more complex moral issues.
10. Pupils have a satisfactory knowledge of their own culture, including Western music and art, although there is relatively little art displayed around the school. Displays are fairly mundane and do not lift the spirits in this rather drab and, in some parts, poorly-decorated building. This is largely a mono-cultural school, with very few ethnic minority pupils. There are virtually no displays around the building indicating other cultures or beliefs and the opportunities that pupils have had to study other religions found in modern Britain have had a very limited impact on their knowledge. This lack of awareness of other cultures was a weakness at the previous inspection and has not improved.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are satisfactory overall. The curriculum is satisfactory. Staffing, accommodation and learning resources are satisfactory. The overall arrangements for pupils' care and safety are unsatisfactory. Links with parents, other schools and the local community are satisfactory.

Teaching and learning

Whilst teaching and learning are **satisfactory** overall, there are examples of good, and a small proportion of very good, teaching and learning in some classes. Assessment is **unsatisfactory**.

Main strengths and weaknesses

- The teaching of English is good.
- There is some very good teaching, most notably in Years 5 and 6.
- There are insufficient opportunities for the pupils to develop independent learning skills.
- Teachers are not regularly assessing the pupils' progress and using the information to inform planning or set targets for the pupils.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	4 (12%)	8 (24%)	20 (59 %)	2 (6%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

11. There has been an improvement in the quality of teaching since the last inspection in so far as the proportion of satisfactory and better teaching has improved. The proportion of good and better teaching is, however, modest and there remains some variability in the quality of teaching both between classes and in different subjects. Teachers have implemented the national literacy and numeracy strategies with reasonable levels of confidence. In English, under the clear leadership of the co-ordinator, the strategy is well embedded and, as a result, the teaching and learning are good overall and particularly strong in Years 5 and 6. Learning objectives are shared so that the pupils are aware of what they are expected to achieve by the end of the lesson. The lessons are well planned in the main and the activities provided by the teachers are often stimulating, capturing the interest and imagination of the pupils. Expectations are often high and tasks are suitably matched to the varying needs of the pupils in the class. As a result, the pupils, including those with special educational needs and the higher-attaining pupils, achieve well in the lessons. In a very good Year 6 poetry lesson, for example, the teacher provided a good range of activities, including reading and role-play which fully engaged the pupils. The brisk pace, challenging tasks and focused questioning enabled the pupils to make very good progress in their knowledge and understanding of poetic devices and characterisation. Speaking and listening skills were also well developed.
12. The numeracy strategy is not quite as well embedded as the literacy strategy and, as a result, teaching and learning in mathematics are satisfactory overall. Where planning is well matched to the pupils' ability, teaching and learning are better. This is particularly the case in most of the Year 5 and 6 classes. In a very good Year 5 lesson, for example, the teacher provided both challenge and support to the class who

were working on converting fractions to decimals. Her good subject knowledge underpinned clear and focused questioning and she deployed a good range of both oral and written methods to sustain the interest of the pupils and enable them to consolidate their mathematical understanding. Learning was very good as a result. In some classes there is too much concentration on written methods during oral starters and teachers' subject knowledge is not fully secure. There is a tendency for teachers to do too much talking and this limits opportunities for the pupils to develop an independent approach to their learning.

13. Teaching in other subjects is generally satisfactory. In general, teachers' planning is comprehensive and the pupils very largely have a clear understanding of what they have to do. In some instances, as noted in mathematics, lessons are overly teacher-directed and this restricts opportunities for the pupils to work independently and collaboratively. In science, for example, some teachers are providing good opportunities for developing investigational skills, but in other classes practical work is often undertaken by the teacher. Opportunities for the development of language and mathematical skills through other subjects are satisfactory, although more could be done in science. The use of information and communication technology to enhance learning in other subjects is limited.
14. Teachers very largely have high expectations of behaviour and the pupils respond accordingly. There is a good deal of respect both amongst the pupils and between the pupils and other adults in the classroom. Pupils work conscientiously on their tasks and are particularly responsive to stimulating activities which give them the opportunity to take responsibility for their own learning. The pupils themselves feel that the teachers expect them to work hard. Only just over half, however, said that their lessons were regularly interesting and fun.
15. The teaching of pupils with special educational needs is satisfactory overall. Where teaching is better, the planning caters more effectively for the development of pupils with special educational needs, but practice is inconsistent across the school. In better lessons, teachers use effective questioning to enable pupils with special educational needs to participate fully in lessons and make good progress. There are more teaching assistants in the school than at the last inspection, and members of the support staff are generally used well by class teachers. As a result, they make a significant contribution to the progress pupils make by helping them to concentrate fully on their work and contribute to discussions. The special needs co-ordinator's time is not always used as effectively as that of the learning support assistants. Teachers ensure that the small numbers of pupils from ethnic minority groups, some of whom are high-attainers, are suitably challenged.
16. Weaknesses in teaching observed during the inspection were linked either to low expectations or a lack of clarity about what the pupils were expected to do. As a result, the pupils did not achieve as well as they could.
17. Apart from formal testing in February and May in English and mathematics, no other summative or formative assessments are undertaken systematically throughout the school. Data from these tests are not used to inform planning for the future progress of pupils, except in Year 6 where they have been used to reorganise pupils into ability sets for maths. The impact of this on attainment levels is that the school is improving the number of pupils gaining higher levels in the national tests. With the exception of English, targets are not set so the progress of pupils cannot be tracked on a regular basis. Records relate very largely to spelling tests and reading levels. There is very little evidence, therefore, to influence future planning and ensure that the pupils' progress as well as they can. Marking in books, again with the exception of English, is largely limited to ticks, with little constructive guidance to the pupils on how to improve their work. This particular shortcoming was a weakness in the previous inspection.

18. The school's assessment arrangements for pupils with special educational needs are satisfactory and pupils' individual progress is carefully tracked each term by the co-ordinator. This means that the targets in pupils' individual education plans are closely matched to their specific needs. As a result, teachers are clear about what pupils need to learn to improve. This is good practice that has not been extended to the whole school.

The curriculum

The curriculum is **satisfactory** overall and it is satisfactorily enriched by a range of extra-curricular activities. There are **sufficient** teachers, support staff and resources to ensure its delivery. The accommodation is **adequate** for the demands of the curriculum.

Main strengths and weaknesses

- All subjects are planned for and taught systematically in each year.
- The outdoor accommodation is good and well-used.
- There are shortcomings in the science curriculum which limit the pupils' achievement.
- Although accommodation is satisfactory overall, the library and the information and communication technology suite are located in the same room, which restricts the opportunity for pupils to engage in research and independent work.

Commentary

19. The school provides a satisfactory curriculum, which include all subjects of the National Curriculum and personal, social and health education (PSHE). Statutory requirements are met. Sufficient attention is given to PSHE, which is planned and taught specifically in lessons that are time-tabled as well as through other subjects. The locally agreed syllabus, together with the national guidance, is used to plan religious education.
20. The school has improved its curriculum since the last inspection, giving attention to the provision for information and communication technology, which is now satisfactory. Literacy and numeracy are planned, using the national strategies. Although suitable emphasis is placed on investigations and problem-solving in mathematics, these skills are not appropriately developed in science.
21. Other subjects are planned and taught, following the national guidance or other suitable schemes, to ensure that there is a consistency in the coverage for each subject. Curriculum planning, however, does not sufficiently explore where connections can be made to reinforce and consolidate skills and ideas introduced in one subject in, and through, other areas of the curriculum. For example, skills in literacy and numeracy are not developed effectively through all subjects.
22. Provision for pupils with special educational needs is satisfactory. The school's systems meet all statutory requirements within the guidance of the current code of practice. Pupils are included appropriately in the large majority of lessons and their contributions are valued by class teachers. The school works effectively with a wide range of external agencies, including visiting specialists who support pupils with special educational needs.
23. The members of staff ensure that pupils are prepared for transfer to their next year groups and some curricular links with secondary schools provide smooth transition. Where possible, the school seeks to develop curriculum links further such as those recently initiated in science.

24. Pupils benefit from a range of clubs and activities out of school hours; these include football, guitar, choir, computer club and discussion club. The curriculum is enriched further by pupils' visits to places of interest and through visitors to school. Older pupils in Year 6 are offered a residential visit, which contributes well to their personal development.
25. The school has a satisfactory number of qualified and experienced teachers to meet the needs of all pupils and cover the full requirements of the National Curriculum. The members of the teaching staff have a suitably broad range of individual strengths in subject knowledge. Teachers and pupils are satisfactorily supported by an adequate number of suitably-trained learning support assistants.
26. The accommodation, although poorly decorated in places, ensures that all areas of the curriculum can be taught effectively. The information and communication technology suite and the library are, however, housed in the same room which restricts access to both facilities. Plans are in place to improve this provision. The overall space in the school is cluttered with potential health and safety concerns. The range and quality of resources to support teachers in their work are satisfactory. The outdoor accommodation is good with well-maintained green spaces and a recently constructed adventure trail, which is well used.

Care, guidance and support

Members of staff have **good** relationships with pupils which promote pastoral care but health and safety procedures are **unsatisfactory**. The school gives **satisfactory** support and guidance for pupils and involves them **well** in its work and development.

Main strengths and weaknesses

- Formal health and safety and child protection procedures are insufficiently rigorous.
- The school council is a good means of seeking pupils' ideas.

Commentary

27. The previous inspection report noted some concerns over health and safety procedures. These are still unsatisfactory. The members of staff report any hazards that they note to the headteacher who reports action taken to the governors. The risks and preventative measures associated with off-site educational visits are correctly documented. Fire drills are carried out and recorded and fire, electrical and physical education equipment is inspected annually by trained individuals. However, there have been no formal risk assessment surveys of the premises for some time and governors have not taken decisive action to train staff to carry them out. There has been no fire risk assessment, as required. The lack of rigorous inspection by someone who has not become over-familiar with the premises is noticeable around the building with several hazards, such as clutter around the hall when used for physical education or unstable stacks of chairs. There are considerable amounts of flammable materials stored in the boiler house. Other hazards have been notified to the school.
28. Until very recently, staff members were uncertain on child protection procedures. The headteacher, as designated teacher, is appropriately trained and, shortly before the inspection, issued all teachers with a résumé of the correct action to take. Not all members of staff, for example lunchtime supervisors, have been trained. Governors and staff are still working through a draft policy to identify where procedures need to be improved.
29. Members of staff generally know pupils well and work together to support their personal development. The discipline and anti-bullying procedures are effective, and

lunchtime supervisory staff members keep a watchful, friendly eye, on their charges. Pupils know that the lunchtime staff can reward them for good behaviour. There are no formal procedures for maintaining a complete record of a pupil's development, both academic and personal, so that staff can build up a picture of how best to improve learning. Assessment is carried out and used inconsistently and, as a consequence, academic target-setting is ineffective in most classes.

30. Pupils with special educational needs are well cared for throughout the school. They are integrated into all aspects of school life and are able to discuss any concerns they may have with teachers or support staff.
31. The school council, as well as improving social and citizenship skills for its members, also acts as a good vehicle for pupils making their views known. As a result of their discussions, changes have been made to playground rules, healthy eating in the tuck-shop and the way house points are allocated. The school has recently started to collect pupils' views more formally but has yet to use this information.

Partnership with parents, other schools and the community

The school has **satisfactory** links with parents, the community and other schools.

Main strengths and weaknesses

- Information to parents about their child's progress has improved but there are still weaknesses in the quality of annual reports.
- Parents provide good support at home for their children's work and work well with staff to raise their children's achievement.

Commentary

32. At the time of the previous inspection, parents were concerned about a lack of opportunity to learn about their child's progress. The school now organises regular formal evenings when parents can talk to teachers, which most parents attend. Annual pupil reports, whilst meeting statutory requirements, are produced by a very inflexible computerised comment bank. As a consequence, they are very stilted and, understandably, annoy parents. However, parents are now also issued with a slip giving the results of annual tests. Regular newsletters keep them up to date with practical information and parents are now satisfied with the information they receive about the curriculum and how it is taught. Evening meetings have been held to inform parents about the mathematics curriculum, for example, and number booklets have also been sent home. They still have concerns about the consistency of consultation arrangements. The school appreciates that it still has a long way to go to make information more useful and is planning changes to the format of reports this year.
33. Most parents hear their child read at home and give appropriate support with homework. They can comment in the reading records as their child brings a book home. Homework is issued on a regular basis so that parents know when it is expected. Several parents help in school with reading. Two fathers help run the after-school football club and many parents are willing to provide additional adult support on trips. Parents ran a very successful fund raising bingo session for pupils after school during the inspection week. The school has not yet started to formally consult parents about their views through questionnaires and surveys, although it now appears to be more open to suggestions and complaints. The school has established effective links with the parents of pupils with special educational needs. The views of parents of pupils with special educational needs are actively sought through regular meetings with the co-ordinator so that parents are kept fully informed about progress their children are making.

34. Links with the feeder infant school and receiving secondary schools are broadly satisfactory. Transfer arrangements ensure smooth progress for the pupils. There are some links that strengthen the curriculum, for example, secondary school teachers take sports lessons. Links with the community are sparse but satisfactory overall and there are signs that they are improving through, for example, the North West Kent environmental project which plans to work with schools on their wildlife areas.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. Leadership is **satisfactory** and management is also **satisfactory**. Governance of the school is **unsatisfactory**.

Main strengths and weaknesses

- The acting headteacher has provided some welcome stability and direction for the staff during his time in the school.
- Leadership in English is good.
- Procedures for monitoring and evaluating the work of the school are underdeveloped, despite efforts undertaken this year to establish a whole-school approach to self-review.
- A number of important statutory requirements, including health and safety procedures, are not fully in place.

Commentary

35. Since the last inspection, the school has undergone a period of uncertainty with the previous headteacher experiencing health problems for some time, resulting in long-term sick leave from May of last year. During the summer term, the deputy headteacher and maths co-ordinator ran the school whilst the governing body worked closely with the local authority to establish a more suitable interim arrangement for the school. An acting headteacher, with previous headship experience, took up post in September 2003. A new headteacher has been appointed for September 2004. There has been considerable staff turnover during this unsettled period and some important key issues within the previous report, such as standards in science and some health and safety matters, have not been tackled in full. Some other aspects judged to be good at the time, such as monitoring and evaluation, have shown some decline.
36. The acting headteacher has worked hard this year to establish a strong team ethos within the staff, both teaching and non-teaching. There is a sense of common purpose which is appropriately focused on pupil achievement with an increasing awareness of and commitment to inclusion¹. This is evident in the more focused work for higher-attaining pupils, for example.
37. The acting headteacher has also recognised the need to establish a whole-school approach to reviewing the work of the school and evaluating the impact of initiatives undertaken. This process was helpfully supported by the local education authority through a jointly-planned full day's training on school self-review and evaluation which was held in the autumn term. The monitoring of teaching that has been undertaken as a result has identified some key priorities for improvement such as the development of writing in English. Members of staff have received individual feedback on their teaching. The procedures for scrutinising performance data, however, remain unstructured, and information is not used sufficiently as a basis for informing whole-school developments. Data analysis is being undertaken within the two Year 6 classes

¹ Inclusion refers to the arrangements to meet the different learning needs of pupils, whatever their gender, ability or background.

which are taught by the deputy headteacher and the mathematics co-ordinator, but this practice is not being disseminated so that other staff can have a clear picture of overall achievement within the school.

38. Although monitoring data has been used to refine the school improvement plan, it still covers too many priorities and is insufficiently focused on those aspects of teaching and learning which will have a real impact on improving achievement further. Not all members of staff with leadership and management responsibilities have had the training needed in the past to help them develop the skills of monitoring and the understanding of the important links between their roles and the achievement of pupils. Steps taken this year, however, have started to have an impact. Some individuals, such as the English coordinator, have identified priorities for improvement and clear actions to be taken. The English coordinator has established target-setting for pupils which has helped them to understand what it is they need to do next to improve their work. Senior management meetings are now taking place regularly, which was not happening in the past, and these are helping to ensure that there is a growing consistency in the way that the school operates.
39. The governing body has also begun to work more effectively with the arrival of the acting headteacher, who has provided regular reports giving feedback on the work of the school. The governors, ably led by the chair, who is only in her second year in post, now have a clearer view of the school's strengths and areas for improvement. They are taking an active role in shaping the direction of the school, not least through the recent appointment of the new headteacher. There have been weaknesses in the past, however, in monitoring the implementation of statutory policies such as those for health and safety, including child protection, and race equality. While steps are being taken to remedy this, the current position is unsatisfactory.
40. Leadership and management of special educational needs are satisfactory. The co-ordinator liaises reasonably well with staff to ensure that the pupils receive appropriate levels of support both from her and the learning support assistants so that they can make progress in their learning. The liaison with regard to matching pupils' needs to teaching tasks in lessons where there is no support is not so effective. The systems and organisation in managing special needs throughout the school are satisfactory and ensure that pupils' needs are identified as early as possible, appropriate support is put into place, progress against targets is monitored closely and pupils achieve as well as their peers.
41. Finances are properly managed on a day-to-day basis and there is a good working relationship between the administrative staff, the acting headteacher and the chair of the governing body. The large under-spend has been accounted for and finances have been directed appropriately at areas of need such as additional teaching assistant time. The school now has a tight financial position which is being monitored closely both by the governors and the local authority. There has been additional expenditure this year, given the circumstances of the long-term illness of the previous headteacher and the science co-ordinator, which should be eased in the next financial year.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	567,878
Total expenditure	543,920
Expenditure per pupil	2,386

Balances (£)	
Balance from previous year	57,094
Balance carried forward to the next	81,052

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good overall and very good teaching at the top end of the school enables pupils to achieve well in Years 5 and 6.
- Overall standards are above average with significant strengths in speaking and listening and reading skills.
- The school encourages reading and enjoyment of books; this enjoyment results in very good fluency in reading with understanding.
- The subject is well led and weaknesses are being tackled.
- Information and communication technology is not used sufficiently to extend pupils' learning in literacy.

Commentary

42. In 2003, the results in the Year 6 national tests were well above average when compared with all schools and average when compared with schools where pupils had similar prior attainment. Results have improved broadly in line with the national trend, with a significant improvement from 2002 to 2003 following a decline in the previous two years. Overall standards during the inspection were above average in Year 6 as found at the time of the previous inspection.
43. The pupils achieve well in Years 5 and 6. However, the overall achievement of Year 6 pupils is satisfactory from their point of entry to the school in Year 3. This year group was particularly affected by a high turnover of staff in their early years in the school, which affected their achievement early on. As teaching is generally very good in Years 5 and 6, it has helped the older pupils to make up for the disruptions in the past. Achievement in Years 3 and 4 is satisfactory overall with some good achievement in some lessons. All pupils, including higher-attainers, those from ethnic minority groups and pupils with special educational needs, achieve equally well.
44. Opportunities for discussion and drama-related activities help pupils to develop very good skills and reach well above average standards in speaking and listening. Pupils are articulate and confident speakers. Reading and writing skills of most pupils are developed effectively from their very good speaking and listening skills. Pupils regularly read at school and this is a key feature leading to high standards. They read fluently and with expression as a result of good modelling by the teachers during literacy lessons. This was seen in very good lessons in Year 6, when the pupils read a ballad, *The Highwayman*, both in choral reading and individually, following the teachers. It was then followed by a discussion about the characters and a role-play exercise which helped the pupils to empathise with the characters of the poem.
45. Standards in writing are above average. The school has identified writing as an area for improvement as it is not as strong as reading. Pupils are benefiting from half-termly assessments of writing and target-setting, which now helps them understand their next steps of learning. Marking generally tells them how to improve their work. The work seen in pupils' books shows that they write at length, sustaining ideas and using complex sentences to extend meaning. Pupils in all year groups learn to write stories,

poetry, diaries, journals, reports and arguments. Most pupils are secure in using correct sentence structures and understand how to plan writing as the teaching has a clear focus on developing basic skills. A strong feature in a very good lesson in Year 5 was the way the teacher wove grammar and appropriate phrases in pupils' writing through editing a pupil's work with the whole class. In the same lesson, during the revision of modal verbs, pupils confidently answered questions illustrating the use of 'should' and 'might' in persuasive writing. This approach enabled the pupils to write a persuasive letter very effectively.

46. The quality of teaching ranges from very good to satisfactory. A good feature of the lessons seen was the way teachers shared the learning intention at the start of each lesson. Consequently, the pupils knew what they were expected to learn. Teachers know their pupils and manage them generally very well and as a result pupils develop good attitudes and behave very well in lessons. Where teaching is just satisfactory the management of the class is weak and teaching is not effective in engaging pupils and getting the most out of them.
47. Subject leadership and management are good with a strong commitment to improvement. The subject leader has made good progress in identifying priorities for the subject, some of which have been achieved within a short time. Improvement since the previous inspection has been satisfactory as standards and the quality of teaching have remained the same. The scrutiny of work indicates that there is limited use of information and communication technology in English.

Language and literacy across the curriculum

48. Currently, there is no policy for literacy across the curriculum. However, literacy skills are developed satisfactorily through other subjects. Good examples were seen in history, where the Year 6 pupils had written about Victorian times. In design and technology, the teachers stressed the importance of writing in planning and evaluation or created opportunities for pupils to write imaginatively. For example, the pupils in Year 5 wrote poems about a decorative box made in design and technology.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' attitudes and behaviour in maths lessons are positive and pupils are enthusiastic about their learning.
- High standards of attainment in Year 6 have been maintained.
- Teaching in Year 6 ensures that these pupils make good progress.
- Teaching and learning in different classes and year groups across the school are inconsistent.
- A lack of assessment procedures and practices means that teachers cannot track pupils' progress.
- Teachers' planning does not always ensure that tasks are well matched to pupils' needs.

Commentary

49. In the 2003 national tests, over 80 per cent of the Year 6 pupils reached the expected Level 4 and almost 40 per cent, the higher Level 5. These results were well above the national average and in line with the average for schools with pupils of similar prior attainment. This shows that the school's high standards have been maintained and improvement is in line with the national trend, despite a drop in results from 1999 to

2001. A number of factors contributing to the decline were identified by the school and strategies put in place to secure the improvements seen in 2002 and 2003. In the last tests the performance of the girls fell very slightly below that of the boys but, during the inspection, both boys and girls were seen to be making similar progress. Most pupils enter the school with above average mathematical understanding and by Year 6 are working at similar above average standards, with some attaining beyond the expected range for their age. Whilst pupils in Year 6 have achieved well this year, not all Year 6 pupils made as much progress as their results in Year 2 would indicate they were capable of. This cohort has experienced some disruption in teaching during earlier years in the school. Scrutiny of work shows that the pupils in Year 5 are also achieving well. Achievement in Years 3 and 4 is satisfactory overall. There are no significant differences in the achievements of higher-attaining pupils, or those from ethnic minority backgrounds, a number of whom are higher attaining. Pupils with special educational needs are well supported by teaching assistants and achieve as well as their peers.

50. Whilst teaching is satisfactory overall, the stronger teaching in Year 6 has ensured that most pupils have a knowledge and understanding of place value and have been taught how to multiply and divide whole numbers by 10, 100, 1000. The pupils can also solve number problems using the four operations of addition, subtraction, multiplication and division. They are very good at written methods of number work and can understand decimals, fractions and percentages well. Their subject knowledge and understanding of number is stronger than other areas of mathematics such as data handling. The pupils' ability to use and apply mathematical skills is more limited.
51. The quality of teaching ranges from very good to unsatisfactory; a variable picture as described in the last inspection. It is more consistently better in Year 6 than in other year groups. In the best lessons seen, work is well matched to pupils' abilities and offers challenge for higher-attainers and suitable support to lower-attaining pupils. The teachers' knowledge of pupils is used well so that lessons have clear learning objectives that build upon and extend the pupils' previous learning. Teachers use a range of strategies which help to capture the pupils' interest so that they remain focused on their learning. In a very good Year 5 lesson, the teacher's very good questioning enabled pupils to predict answers and explain the reasons for their predictions. The teacher's good knowledge and understanding of her pupils ensured that she was able to anticipate problems and provide appropriate support on an individual basis so that all pupils could understand, participate and succeed in the tasks set. The lesson was well paced so that no time was wasted and pupils were constantly challenged. They were very enthusiastic and attentive throughout and used a range of strategies confidently to find answers in converting fractions to their decimal equivalents. They were very assured in explaining how they reached answers and felt secure in contributing to lessons. Pupils worked well together, discussing, comparing and analysing their conclusions. Good targeted support and appropriate tasks ensured that all pupils achieved equally well.
52. In satisfactory and unsatisfactory lessons, too much concentration on written methods restricted the development of pupils' oral and mental strategies. Teacher exposition went on for too long so that pupils were not given the opportunity to explain orally how they reached answers and conclusions. Teachers' subject knowledge and confidence in teaching mathematics in these lessons were weak. As a result, the pupils' learning was limited.
53. There are satisfactory procedures for periodically testing pupils' attainment but the use of assessment overall is unsatisfactory. There are no clear established links between the information gained from formal tests and the teachers' future planning. The data is not used effectively to determine why some pupils make better progress than others. Apart from formal testing, there is no ongoing teacher assessment of pupils' progress.

Most of the marking in books is regular and up-to-date but does not give adequate feedback on mistakes or guidance about how to improve. The school does not set targets at year, class, group or individual levels. This consequently restricts the progress of pupils as teachers do not know exactly what they have to teach them next to build on their previous learning.

54. The mathematics co-ordinator has managed the day-to-day organisation of the subject satisfactorily. As both co-ordinator and Year 6 teacher, she has played a key role in maintaining standards for Year 6. Within this year group some good strategies have been piloted which have contributed to the maintenance of standards in this subject. For example, test results have been used to regroup pupils into ability sets so that work is more targeted towards their learning needs. This has been a major factor in the improvement of pupils attaining at higher levels in the national tests. However, this good practice has not been extended to the whole school. The co-ordinator has recently observed lessons and studied pupils' work but this has yet to result in a focused set of strategies to tackle weaknesses and share good practice.

Mathematics across the curriculum

55. There is some evidence of mathematics being used in other areas of the curriculum such as its use in science when pupils have taken simple measurements and displayed results in graphs, but on the whole provision is limited.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards by Year 6 are below average.
- There is some good teaching of scientific enquiry skills but this practice is not consistent.
- Assessment is weak so pupils are repeating work and not consolidating their knowledge over time.

Commentary

56. In the 2003 national tests, the Year 6 pupils achieved results that were in line with the national average but well below the average for schools with pupils of similar prior attainment. Performance at both the expected Level 4 and the higher Level 5 were equally weak. Results in science were significantly lower than those in English and mathematics. Raising the attainment of higher-attainers in science was a key issue in the last inspection and there has been little progress overall in this aspect of the pupils' work. Results did improve from a low base in 1999 to well above average in 2001 at a time when the older pupils were being taught by a teacher with specialist knowledge and expertise. There have been changes of teacher and results in 2002 declined significantly, with the improvement in 2003 being just in line with the national trend. There has been no clear pattern of differences in the results of boys and girls over time but girls did perform better than the boys in 2002 and 2003.
57. Inspection findings show that achievement over time is unsatisfactory and that, as a result, standards by Year 6 are below average. Teaching and learning in lessons are satisfactory overall and there is some good teaching as evidenced in a Year 4 lesson where the teacher challenged the pupils to explore the speed of different-shaped objects as they dropped through a tall cylinder of water and to explain their observations. The pupils were well prepared and engaged enthusiastically with the task, working well together. The differentiated activities and the support from

additional adults in the class enabled all pupils, including the higher-attainers and those with special educational needs, to make good progress in both their knowledge about the effect of water resistance on different-shaped objects and their investigational skills.

58. In general, there is more evidence of this investigational work within Years 3 and 4 but, even so, some opportunities are missed to enable the pupils to undertake group practical work; there is a tendency towards teacher demonstration rather than pupil participation. This is a significant weakness in the science curriculum as it limits the opportunities for pupils to use their scientific knowledge and apply it to a range of different situations, an essential requirement if pupils are to reinforce and consolidate their understanding of key ideas. It also means that opportunities to practise and apply both language and number skills are restricted. There is an over-reliance on worksheets, which do provide some opportunities for the analysis of results and graph plotting, but this is no substitute for undertaking practical work first hand and learning through experience.
59. There is some evidence to show that worksheets can be used imaginatively, as in a Year 5 lesson on drugs, for example, where the teacher sustained pupils' interest through focused questioning and lively discussion which underpinned the written work subsequently undertaken by the pupils in the class. The pupils responded enthusiastically and made good gains in their understanding of drugs and how they can be both harmful and helpful. In general, there is very limited evidence to show that teachers use information and communication technology to consolidate knowledge, understanding and skills in science. Some useful contacts have been made with the local secondary schools to enhance the pupils' experience in science.
60. Assessment procedures are not as strong as reported in the last inspection. There is very little information recorded about what the pupils know, understand and are able to do. Marking in books is very sparse with little help to show the pupils how to improve. As a result, the teachers very largely base their planning on the topics suggested by national guidelines without reference to what has gone before and what the pupils have actually achieved. Experiments on evaporation are repeated in Years 5 and 6, for example, and work on healthy living is also similar in these two year groups. The Year 6 pupils have undertaken an extended programme of revision, which may go some way to compensate for the shortcomings in their experiences in the past.
61. Leadership and management of the subject are unsatisfactory. The current co-ordinator has just returned, having been away for some time through illness, and the acting headteacher has had oversight of the subject for this period. Given the other demands on his time and the clear weaknesses in the provision for this subject, the impact of the actions taken to date, as a result of the monitoring that has been undertaken in this short period, is limited. The co-ordinator acknowledges a lack of experience of monitoring and improvements in this subject are unlikely to be seen until this matter is tackled. Overall improvement since the last inspection is unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards have improved since the last inspection and are now average.
- There is insufficient use of information and communication technology to support learning in other subjects.

- The information and communication technology suite is cramped and does not provide a comfortable environment in which to work, although there are plans to remedy this situation.

Commentary

62. Provision in information and communication technology has improved since the last inspection when it was judged to be unsatisfactory. Teachers are now much more confident with the subject and the pupils experience a weekly lesson in the computer suite. The suite has been installed since the last inspection and has provided a useful base to ensure that the subject has become more securely embedded into the curriculum. It does, however, have limitations in layout which make it difficult to accommodate and supervise a class of thirty pupils with ease. Improvements are shortly to be made.
63. The curriculum now meets statutory requirements with the shortcomings in data handling and control having been tackled. The teachers provide an appropriate coverage of the programme of study with support from a published set of books. As a result, pupils by Year 6 are able to search databases to find information using a number of different fields and can also construct a spreadsheet. They have been taught how to use PowerPoint to make a presentation about a project in geography, using a range of different backgrounds to the slides. Younger pupils have accessed the Internet to cut and paste pictures into some of their own text. Achievement overall is now satisfactory.
64. Only two lessons were observed during the inspection. In a Year 5 lesson, the teacher's satisfactory subject knowledge and appropriate interventions to provide support to individuals enabled the pupils to make satisfactory gains in their skills of using text and drawing tools to construct a 'wanted' poster. In a Year 3 lesson, a lack of clear explanations and an over-complex task meant that the pupils made limited gains in their understanding of changing variables in a simulated exercise. There is a computer club which is held several times a week during the lunchtime; this is well supported by the pupils and provides good opportunities to consolidate skills.
65. Leadership and management of the subject are satisfactory. The co-ordinator is enthusiastic and knowledgeable and has identified assessment as a key area for development. She has introduced an assessment folder which is being used to varying degrees of regularity within each class. She does acknowledge, however, that the teachers tend to plan from the units rather than by reference to the assessment sheets. Monitoring has been informal to date but there is a planned programme for formal monitoring to take place in the second half of the summer term. Given the low standards and variations in provision at the previous inspection, improvement since that time is good.

Information and communication technology across the curriculum

66. Information and communication technology is evident in other subjects such as geography where pupils have collected information from the Internet on Egypt. In general, however, the use of information and communication technology to develop both knowledge and understanding in other subjects is limited. Teachers do not fully exploit the additional time allocation to the information and communication technology suite for development work in other subjects in the curriculum.

HUMANITIES

67. Religious education was inspected in depth but only one lesson was observed in geography and none in history.

68. Sampling of the pupils' work and teachers' plans indicates that **history** and **geography** are planned and taught over the year following national guidelines to ensure appropriate coverage. Resources are satisfactory in both subjects.
69. In **history**, there is a clear focus on the teaching of chronology through a time-line of a particular period and pupils cover different periods in history from Years 3 to 6. Year 6 pupils study Victorian times in depth and develop their skills of investigation using various resources, including the school which still contains many of its original features. The centenary of the school was celebrated in some style during the summer of 2003. Literacy is used well in history and pupils learn to empathise with the past in writing. Year 6 pupils have written about the experiences of a Victorian servant child and a visitor to the Great Exhibition. In Year 5, pupils have written a diary of a young boy on a Tudor ship in 1543. The pupils also use numeracy to show times taken for travelling before and after the invention of railways in bar graphs.
70. A scrutiny of work in **geography** shows that pupils in Year 5 learn to compare the differences between their own locality, Sidcup, and Llandudno. They are learning to ask geographical questions about what features they are likely to find in different places. The pupils in Year 4 learn about their environment and pollution. In Year 6, the pupils visit Osmington Bay and study its physical features. They also study the water cycle and record their work using geographical vocabulary.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good knowledge of Christianity.
- Assessment in the subject is not adequately developed.

Commentary

71. Pupils achieve satisfactorily by Year 6 and reach standards that are in line with the requirements of the Locally Agreed Syllabus; this is lower than the standards found at the last inspection. Standards have declined because older pupils have experienced disruption in their learning in the past due to the high turnover of staff. The pupils are now achieving well in Year 6. The school places emphasis on caring for others and helping people to recognise the responsibilities of living in a community. This has a positive impact on pupils' learning as they listen well and their behaviour is very good. Teaching is satisfactory overall. Teachers generally have a secure knowledge of teaching about Christianity, which contributes to pupils' learning effectively. For example, in a good lesson seen in Year 6, the pupils responded thoughtfully to the teacher's probing questions on the symbolism of Christian baptism. They showed very positive attitudes and willingness to share personal experiences. Consequently, they were able to describe and explain at length their own experiences of ritual at a christening ceremony. Previous work in Year 6 shows satisfactory understanding of Judaism and other religions and their differences from the Christian faith.
72. Pupils are encouraged to visit the local churches to help support their understanding of the use and meaning of different artefacts. For example, the Year 4 pupils, as a preparation of their visit, research into symbolic church artefacts and furniture and explain carefully the importance of them. Pupils' books show a growing knowledge of some of the important elements of religious tradition and belief. The pupils' study of the Hindu Trinity or the Five Pillars of Islam has introduced a multicultural dimension. In a Year 3 lesson, the pupils researched into a number of famous people from

different faiths and tried to explain the impact of religious faith on their beliefs and actions. The pupils developed satisfactory knowledge and understanding of the work of the famous people but found it difficult to identify how faith had made an impact on them. There is scope for improvement in the multicultural aspect of the subject.

73. The subject leadership is shared by two teachers who have been co-ordinating only over a term. They have reviewed the policy and rewritten the scheme of work but assessment based on the new scheme has not been introduced yet. The curriculum is satisfactorily led and managed with priorities for improvement identified.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Music was inspected in depth but there was insufficient coverage of the physical education programme and too few lessons in art to make overall judgements about provision. No lessons were seen in **design and technology** but a scrutiny of the work on display indicates that the curriculum is covered according to national guidelines in each year group. There is clear evidence of the three elements of the subject: designing, making and evaluating. Artefacts produced are imaginative and show a good range of joining and finishing techniques. The chairs made by Year 4 are a good example of this. Good links are made with literacy in Year 5 as the magic boxes made by the pupils were inspired by a piece of writing by an author being studied by them.
75. The limited work observed in **art and design** and on display indicates standards that are below average, a decline since the last inspection. There are very few displays around the school which reflect the curriculum as detailed. Work is mainly from Year 6 and includes work undertaken in the style of Van Gogh and Lowry. Limited examples of work using original composition and creativity were seen although there are some examples of pencil studies following on from still life observational drawings. In the one Year 6 lesson observed during the inspection, standards were average and the quality of teaching and learning was satisfactory. However, there is a lack of evidence to indicate progress of pupils over time. Year 6 pupils have sketch-books but these have not been used extensively during the year and are not used in the rest of the school.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Pupils' attitudes to learning music are positive and enthusiastic.
- Assessment is poorly developed and does not inform planning.

Commentary

76. Standards are in line with national expectations by the end of Year 6. No differences were observed between the achievement of boys and girls as all show similar achievement. The provision for music includes opportunities for pupils to learn a musical instrument, including guitar, cello, flute and clarinet, from visiting specialist teachers. The school has a thriving school choir who perform at the Christmas and end-of-year concerts.
77. The quality of teaching and learning is satisfactory overall, but there is a lack of consistency across the school as some teachers do not have the subject knowledge to teach the subject well. Nevertheless, most pupils, including those with special educational needs, make satisfactory progress in composing and performing music; their appreciation of music from other cultures is, however, limited. Some pupils

understand musical notation; most sing enthusiastically and are confident in using percussion instruments.

78. In the lessons observed, although carefully planned, there was too much direction by teachers which detracted from the composing and creativity elements of the music curriculum. The opportunities for pupils to develop their independence, including self-selection of instruments, improvisation, and expressing their own feelings and ideas through music, were limited. The pupils worked with enjoyment and enthusiasm, however, and were confident in using percussion instruments given to them by their teachers. There is no assessment system in place for this subject to help teachers build on pupils' previous knowledge and understanding and inform future planning. Achievement is therefore not as good as it could be, which is a decline compared to the previous inspection.
79. Whilst leadership of the subject is satisfactory, management is unsatisfactory. The co-ordinator has responded to the needs expressed by teachers with regard to the teaching of the subject and has put in place some training for them and led by example. Teaching has been monitored but standards and pupil achievement have not. As a result, the plans put in place to aid teachers' knowledge and understanding of the subject lack focus and rigour. Whilst the steps taken have helped to improve teacher confidence, the overall impact of developments on achievement is limited. Overall this indicates unsatisfactory progress since the last inspection.

Physical education

80. The school has extensive outdoor facilities including a large playing field and tarmac area. The indoor provision is limited as there is a lack of gymnastics facilities and the hall is used to store PE equipment, which, along with the dining tables, is a potential health and safety hazard. Only outdoor games lessons were observed during the inspection. Staff made good use of the outdoor facilities to teach competitive striking, fielding and invasion games, such as rounders, satisfactorily. Teaching and learning were satisfactory overall, resulting in satisfactory achievement and standards that are average for this aspect of the curriculum. Teachers used the time well to team-teach year groups, ensuring that skills were practised and then developed in games or activities. In a joint Year 4 session, pupils warmed up well and were able to participate in carefully-planned circuit activities which tested their throwing, running and jumping skills. Teachers encouraged self-evaluation and were able to show the pupils how to improve their performances. Pupils joined in all lessons with enthusiasm and enjoyment and were keen to do well.
81. Teachers' planning shows that national requirements are met but pupil progress is not tracked. Assessment in this subject is therefore unsatisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. The school has all the relevant policies and schemes of work in place to promote personal, social and health education including those for sex education and drugs awareness. Weekly time is allocated for the subject when pupils talk together about important issues such as bullying and harassment. A scrutiny of work in Year 6 shows a satisfactory coverage of the subject and effective use of literacy skills in presenting their work. For example, the pupils have written about facing changes and challenges in the secondary school. In other year groups, there are examples of work on health and safety issues including the use of harmful substances, keeping healthy and feelings. There are links between personal, social and health education and other subjects such as science and religious education where, for example, the pupils learn about the responsibilities of living in a community. Pupils are taught to respect each other and to respect property. In the two part-lessons observed, the pupils showed

positive responses to the activities planned by the teachers, both involving role-play. In the Year 5 session on smoking, the pupils were confidently developing arguments for and against smoking. In the Year 6 session on dealing with bullying, the pupils were encouraged to develop their own strategies for tackling the problem through drama. Some over-direction by the teacher curtailed some of the imaginative work that was emerging, however.

83. The pupils appreciate the work of the school council. This gives those on the council the opportunity to represent the views of others in school and work with staff to bring about improvements. Those who elect the school council learn something of the democratic process and how elections work. The council representatives have been actively involved in determining certain aspects of the work of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	5
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).