

INSPECTION REPORT

DULVERTON PRIMARY SCHOOL

New Eltham

LEA area: Bexley

Unique reference number: 101434

Headteacher: Mrs S Stringman

Lead inspector: Mr M J Weaver

Dates of inspection: 10 – 13 November 2003

Inspection number: 256000

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	438
School address:	Dulverton Road New Eltham London
Postcode:	SE9 3RH
Telephone number:	0208 302 3573
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Neil Sayers
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in a well-established residential suburb close to the centre of New Eltham. The school has 438 boys and girls on roll, including 42 children attending the Nursery part time. The majority are of white British heritage; 13 per cent are from nine other ethnic groups with no one origin being dominant. Twenty-eight pupils have English as an additional language but none are at an early stage of speaking or using the English language and all speak and use English fluently. The attainment of pupils on entry to school is above the national average. Thirty-five pupils have special educational needs (SEN), which is below average, the majority having moderate learning difficulties and emotional and behavioural difficulties. Four pupils have statements of SEN that encompass these difficulties, and this is broadly average. The number of pupils joining the school after the normal starting age and leaving before the end of Year 6 is very low. The school has received the 'School Achievement Award' in 2000 and is involved in the 'Leadership Development Strategy in Primary Schools'. It has links with a local grammar school, as part of that school's accreditation towards sports college status, and Canterbury College for initial teacher training. The headteacher has been in post for 14 months.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9352	Mr M Weaver	Lead inspector	
9542	Mr B Jones	Lay inspector	
22147	Mrs A Holland	Team inspector	The Foundation Stage Art and design Geography History Music Religious education
1963	Ms S Raychaudhuri	Team inspector	English English as an additional language Information and communication technology
11662	Mrs T Boohan	Team inspector	Provision for pupils with special educational needs Mathematics Science Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school that enables its pupils to achieve well. Pupils achieve above average standards overall in English, mathematics and science by the time they leave school at Year 6. The quality of teaching is good and the school is very well led and managed by the headteacher. The school gives good value for money.

The school's main strengths and weaknesses are:

- The leadership and management are good overall, but the role of co-ordinators needs further development.
- Children in the Foundation Stage and pupils with special educational needs (SEN) achieve well.
- Teaching is good and standards of work at the end of Year 6 are well above average in English and above average in mathematics and science.
- Pupils achieve satisfactorily in information and communication technology (ICT), but more needs to be done to use ICT in other subjects.
- Pupils' spiritual, moral and social development are good overall; their attitudes are very good.
- Assessment systems need further development to promote higher standards.
- The Race Equality and Educational Inclusion policies have yet to be ratified. Governors have yet to ensure that pupils with physical disabilities have access to all parts of the school.

The school has made good improvement since the last inspection because of the significant number of initiatives introduced by the headteacher. Leadership and management by the headteacher are better than at the time of the last inspection and teaching has improved, with more lessons being of good or very good quality. Good standards have been maintained in the Foundation Stage and in English, mathematics and science in Years 1 to 6, but more could be achieved by the highest-attaining pupils if work for them were more challenging. Standards have risen in Years 1 to 6 in art and design, geography and history. The use of ICT in classes is underdeveloped.

STANDARDS ACHIEVED

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

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 is good. The good teaching in the Nursery and Reception is enabling children to make good progress. Children enter the Reception with above average skills; all children reach the goals they are expected to reach by the end of Reception, whilst many children exceed them. This is above average at the end of the Foundation Stage. Standards at the end of Year 2 are generally high and pupils achieve well. Pupils' progress in Years 3 to 6 is good and they reach standards that are well above average in English, and above average in mathematics and science, by the end of Year 6. This represents good improvement in English and mathematics following the school's drive to raise standards by improving pupils' use of English in reading and written work, investigation and problem solving skills in mathematics and enquiry skills in science. Although standards in ICT remain average, pupils' use of computers in classrooms in supporting other subjects is underdeveloped and the computer room is too small. Pupils with SEN are supported well and make good progress.

Standards in religious education are average and fulfil the requirements of the locally agreed syllabus.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good** overall. Pupils' self-knowledge and spiritual awareness are very good; their cultural development is satisfactory. Pupils' attitudes and relationships with peers and adults are very good. Attendance is average and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching throughout the school is **good**. The quality of pupils' learning, including those with SEN is **good**, but more could be done to raise standards further, particularly for the highest-attaining pupils. The curriculum provides **good** opportunities for activities in sport, the arts and other after-school clubs. Provision for pupils' academic guidance is only **satisfactory**, as the teachers' use of assessment requires further development. The school deservedly continues to have a high reputation.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership and management given by the headteacher are both **very good**. She has brought clear and strategic direction to a substantial number of aspects in the school's provision and development, and has clear plans for further development. She has begun the practice of accurate whole-school evaluation and has ensured higher standards in teaching. She has delegated well to staff, several of whom have only recently taken on new areas of responsibility. Leadership and management of key staff are both **satisfactory**. Governors are **effective** in fulfilling their roles.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with the overall provision made by the school. They are particularly pleased with the good standards of education and the care given to their children. Pupils value the school and say that teachers show them how to improve their work and listen to their ideas.

IMPROVEMENTS NEEDED

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

- Develop the role of subject co-ordinators.
- Ensure more focus on the use of assessment information to raise standards, particularly for the highest-attaining pupils.
- Improve pupils' use of ICT across the curriculum and increase the size and quality of the computer room.

and, to meet statutory requirements:

- governors need to formally ratify the Race Equality and Educational Inclusion Policies and ensure access to all parts of the school for pupils with disabilities.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement throughout the school is good. Pupils achieve above average standards overall in English, mathematics and science by the time they leave school at Year 6.

Main strengths and weaknesses

- Standards in English are well above average overall at Year 6 and well above average in reading, writing and mathematics at Year 2. Standards in art and design are also above average at Years 2 and 6.
- More could be done to ensure that ICT supports all subjects well.
- Pupils with SEN and children in the Foundation Stage achieve well.
- The highest-attaining pupils could achieve more if the work set were more challenging.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2003¹

Standards in:	School results	National results
English	28.1 (29.1)	27.0 (26.9)
Mathematics	28.7 (27.3)	26.8 (26.9)
Science	29.8 (28.2)	28.5 (28.8)

There were 61 pupils in the year group. Figures in brackets are for the previous year

1. The results of the national tests for Year 6 pupils in 2003 were well above the national average in mathematics and above average in English and science. The progress made in mathematics over the previous year when pupils attained average standards, reflects the strong focus the school has placed on raising standards. When compared to similar schools, standards in mathematics were above average and average in English and science. Although pupils' attainment was slightly below the school's targets in English and mathematics, the proportion of pupils attaining the higher Level 5 was above average in both subjects. The highest-attaining pupils could achieve more, if even more challenging work were set for them.
2. Inspection findings show that pupils achieve standards that are well above average in English and above average in mathematics and science at Year 6. The work done to drive up standards in mathematics since the headteacher's arrival has been effective, leading to a major improvement in pupils' achievement, particularly in their investigation and problem-solving skills. Pupils with English as an additional language achieve as well as their peers, as no pupil is at an early stage or having difficulty in using the English language. Pupils with SEN are well supported and make good progress in their learning.
3. Standards are above average in art and design, design and technology, geography and history. Standards in ICT are only average as more emphasis is required in data handling, modelling and the use of computers in subjects other than ICT and as insufficient use is made of computers in classrooms to support pupils' work. Standards in religious education are average and fulfil the requirements of the locally agreed syllabus. Some good work is done, however, in enabling Year 6 pupils to apply their learning to their everyday lives. Although insufficient

¹ **Average Points Scores.** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

evidence was gained to comment on standards in physical education and music, the quality of pupils' singing is good.

Standards in national tests at the end of Year 2 – average point scores in 2003²

Standards in:	School results	National results
Reading	18.1 (17.9)	15.7 (15.8)
Writing	17.0 (16.6)	14.6 (14.4)
Mathematics	18.0 (17.6)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

4. The results of the 2003 national tests and tasks at the end of Year 2 show that pupils attained standards that were well above average in reading, writing and mathematics nationally and when compared to similar schools. This indicates improvement at a faster rate than that found nationally. The proportion of pupils attaining the higher Level 3 is well above the national average. Inspection findings show that at this early stage of the academic year, pupils in Year 2 are attaining well above average standards in reading and writing and above average standards in mathematics. They are also achieving above average in art and design. This demonstrates continuing good achievement since the time they entered Year 1. Standards in ICT and religious education are average in Years 3 to 6 and pupils' achievement is satisfactory. Insufficient evidence was available to judge standards in music and physical education in Years 2 and 6.
5. The well-focused literacy strategy has been implemented very well. Pupils are able to speak at length when opportunities are provided for them, but not many volunteer to speak out or initiate discussions in lessons because speaking and listening are not carefully planned. The school is aware of this need to develop pupils' skills in speaking and listening further. Their achievement is better in reading as the school places a strong focus on developing pupils' reading skills and enjoyment of books. The numeracy strategy has also been successful. The headteacher focused on improving pupils' numeracy on her appointment and, together with all staff, has seen a substantial rise in pupils' numeracy skills. Pupils' competency is now good.
6. Pupils satisfactorily develop their skills across the school in ICT, with a focus on other subjects of the curriculum when using computers in the computer room, but have far less opportunity to reinforce these skills in classes, in groups, or independently.
7. Inspection findings show that children in the Foundation Stage achieve well. By the time that they enter Year 1, most children have reached the early learning goals in all six areas of learning. Many children are likely to have exceeded these standards and are expected to be working at Level 1 of the National Curriculum. The children's progress over time is good and children are achieving well, because the quality of teaching they receive is good. The curriculum is well planned, with a wide range of interesting and relevant activities that are well matched to their needs.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **very good**. Pupils' behaviour is **very good** in the Foundation Stage and good in Years 1 to Year 6. Pupils are happy and want to come to school. They enjoy very good relationships with one another and with the staff. Provision for spiritual, moral, social and cultural development is good overall. Attendance is average and punctuality is good.

Main strengths and weaknesses

- Pupils' very good attitudes have a positive effect on their learning.
- Pupils' spiritual development is very good; pupils' cultural development is only satisfactory.
- Pupils are given many opportunities to work together and are very co-operative when working in pairs or groups.

Commentary

8. Pupils enjoy school. They want to learn and do well. This attitude was reflected in their response to the questionnaire they had completed and in discussions held with them. All pupils, including those with special educational needs, concentrate well in lessons and persevere with tasks until they have completed them.
9. Pupils behave well overall because the headteacher and staff expect pupils to develop good self-discipline. Pupils clearly understand the agreed school rules and this, combined with the teachers' high expectations, results in good standards of behaviour that enhance their learning and ensure that no time is wasted in lessons. Very few minor disputes take place and pupils are very caring towards each other. They play well together in the playground and clearly enjoy each other's company. The school fosters a spirit of co-operation when pupils are working together with many such opportunities being seen during the inspection. Staff value each pupil regardless of their race, background or ability. There have been no exclusions over the last year.
10. Provision for pupils' social and moral development is good. Pupils have a good understanding of right and wrong; they show respect for people and property because teaching and non-teaching staff help them to understand what is acceptable. The mutual respect that exists between staff and pupils reflects the emphasis staff place on the importance of working together. The opportunities pupils have to work together collaboratively and share resources reinforces this teaching.
11. From the Foundation Stage onwards, pupils have opportunities to take responsibility for their own learning and readily do so. The school council has recently been introduced and pupils have democratically elected council members. Year 6 pupils are given increased opportunities to take on a more responsible role throughout the school. Pupils willingly take responsibility in various ways, such as when fulfilling the role of school council member, or preparing the school hall and taking responsibility for the music centre for assemblies. Pupils' personal development is nurtured well and is strongly supported by the good range of after-school activities provided for them.
12. Provision for pupils' spiritual development is very good. This represents very good improvement since the last inspection when collective worship did not meet statutory requirements. Pupils' spiritual development is very effectively promoted through assemblies, displays, poetry writing in English, and in religious education lessons where pupils are given the opportunity to learn about the faiths and practices of the major world religions and are required to consider how what they learn will influence their daily lives. Acts of collective worship give pupils time to reflect on what they have been learning. One excellent act of collective worship was seen during the inspection. This was held on the anniversary of Armistice Day, led by the headteacher, aided by the local Methodist Church minister, with pupils participating fully. A poem written by one pupil when in last year's Year 5 relating to war was used at the National Remembrance ceremonies the previous weekend and read by its author. The poem reads:

*'Velvet blanket, silky smooth to touch,
Each jet black seed a single soldier,
A loved one, a lost one,
Every weeping petal dyed with blood*

*No peace between each one
Every long thin stem,
A hollow trench of sorrow
Clasped between cold hands
Keep me in your thoughts.'*

The spirituality of this occasion, attended by all staff, including the site manager, was palpable, with all pupils demonstrating genuine respect.

13. Provision for pupils' cultural development is satisfactory. Pupils make visits to sites of cultural interest and they are introduced to the art and music of other cultures; however, more is required to promote pupils' understanding of living in a multicultural society.

Attendance

Authorised absence		Unauthorised absence	
School data:	5.2	School data :	0.2
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.

14. Attendance is satisfactory as it is broadly in line with the national average. The statistics for the academic year 2002/03 show that attendance was slightly above the national average. Unauthorised absence is low. Parents and children arrive punctually, ready to start their work, with very few entries in the 'lateness book'.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The overall quality of the teaching is good. Assessment, although improving, requires further development. The school provides a good curriculum, which is enriched well by a good variety of activities outside the normal curriculum. The members of staff provide a good level of care for the pupils.

Teaching and learning

The quality of teaching throughout the school is good. Assessment is good in the Foundation Stage and satisfactory in Years 1 to 6.

Main strengths and weaknesses

- Teachers have good subject knowledge and plan lessons effectively.
- The level of expectation and challenge in lessons is good.
- Teachers' use of assessment is satisfactory but the highest attainers could achieve more.
- Target setting for all pupils' work is at an early stage of development.
- The use of time, resources and support staff is good.
- High standards of behaviour are expected and teachers' behaviour management is good.
- The provision for pupils with SEN and English as an additional language is good, enabling them to achieve well.

Commentary

15. The quality of teaching has improved since the last inspection, with a high percentage of lessons of high quality being seen. This teaching shows itself well in the good knowledge that teachers have of the subjects and the effective planning they produce. Most pupils are appropriately challenged, as work is largely matched well to their abilities, and they enjoy the work they are given. The effective teaching further enables most pupils in Years 1 to 6 to

achieve well and to build effectively on their earlier learning. The work set for pupils of lower ability is good in enabling them to develop their learning in small groups for English and mathematics. Teaching in the Foundation Stage is good overall and very good in the Nursery. This good provision ensures that most children attain the early learning goals before they enter Year 1.

16. Teachers have good levels of expectation for most pupils but, while setting work for the range of abilities in their classes, they limit the opportunity that the highest attainers have by giving work that is not always sufficiently challenging. The use of assessment information has improved since the last inspection, when teachers were not matching work to pupils' individual levels of ability and this became a key issue for development. This issue has been addressed well but now requires further development to ensure that all pupils receive the level of challenge of which they are capable. Assessment information also requires development to track the achievement of pupils from different ethnic origins.
17. Because lessons are well planned, teachers use the time they have to the full with the greater majority of pupils maintaining their interest through the activities provided for them. Teachers use open-ended and often challenging questions that probe and provoke pupils' thoughts, such as when pupils in a Year 5 class were expected to fully develop their ideas of contextualising information from a poem in an English lesson. Although the highest attainers are not always challenged sufficiently, they sustain good levels of concentration and behave well.
18. Pupils with SEN receive good support and achieve well. This is often as the result of good deployment of the learning support assistants (LSAs) by teachers, whether in lessons or withdrawn from lessons for more focused work. Effective review of lessons is undertaken by teachers and LSAs in order to plan the following lessons. This evaluation is further enhanced by the headteacher's involvement in reviewing teachers' evaluations and their impact on future lessons.

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11 (22%)	23 (46)%	16 (32%)	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.

The curriculum

Overall, the quality and range of the curriculum provided are good. They promote the aims of the school well and are supported well by the rich range of extra-curricular opportunities provided. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum is good in Years 1 to 6. It is both rich and relevant for children in the Nursery and Reception classes, but there is insufficient use of ICT across the curriculum.
- A good range of extra-curricular activities enriches pupils' learning.
- Pupils with disabilities are unable to access all parts of the school.

Commentary

19. The curriculum includes all the required subjects of the National Curriculum and religious education. Acts of collective worship meet requirements. National guidelines have been introduced and adapted for all subjects and these give teachers good support in their planning. The national strategies for teaching numeracy and literacy are effectively implemented. This

represents good progress since the last inspection. English is used well to support learning in other subjects, but insufficient use is made of computers for developing pupils' ICT skills across the curriculum. Policies are in place for all subjects although some, such as the English policy, require further updating. Provision for pupils' personal, social and health education is satisfactory. The policy includes sex and drugs education and is supported by the science curriculum.

20. The curriculum for the children in the Nursery and Reception classes is planned carefully, and all areas are given appropriate emphasis. A particularly good feature of the Foundation Stage curriculum is the use of the outdoor areas to support learning in all of the recommended areas of learning. Weaknesses identified in the curriculum at the time of the last inspection have been remedied. An appropriate outdoor area for the Reception classes has been established and is being thoughtfully developed.
21. The good range of extra-curricular activities includes football and netball for both boys and girls. A small number of pupils participate in peripatetic music lessons for learning to play instruments such as the trumpet, violin, double bass and cello. Residential trips have been provided for Year 6 pupils to visit the Isle of Wight, and Year 3 pupils have visited Broadstairs. A particularly good feature is the contribution made by visitors to the school. Dance classes, offered by an external provider, have proved successful and another series of sessions has been introduced. Artists in residence have contributed to the arts throughout the school, and groups and visitors depicting, for example, the Romans have helped to bring history alive. The local environment is used satisfactorily to support pupils' learning with regular visits to museums and galleries.
22. There is good equality of access and opportunity throughout the school, although there is very limited access for the disabled due to the design of the building. The headteacher has shown good managerial practice in relocating one Year 6 class onto the ground floor to enable a pupil with disabilities to be catered for. The school has good strategies for focusing on individual pupils and their needs, resulting in most pupils being fully involved in the life of the school. The school identifies gifted and talented pupils and higher-attaining pupils, whose needs are considered carefully when targets are set; additional extra-curricular activities are also offered to them. Teachers miss opportunities in lessons, however, to further extend these pupils' learning.
23. The school provides good accommodation for its pupils, including those in the Foundation Stage, with work in progress to further improve the opportunities for their learning. This ensures that all areas of the curriculum can be taught effectively. A weakness in the accommodation is the small computer room that is often cramped, particularly when used by older pupils, and which is also insufficiently ventilated. The range and quality of resources to support teachers in their work is generally good.
24. The school has a good number of qualified and experienced teachers to meet the needs of all pupils and cover the requirements of the curriculum. Teachers and pupils are well supported by a good number of suitably trained and effective learning support assistants.

Care, guidance and support

The care for pupils is good, and the guidance and support are satisfactory. The school has satisfactory procedures to take pupils' views into account.

Main strengths and weaknesses

- The school provides good care for pupils' health and well being.
- Teaching and non-teaching staff give their classes very good personal support because they know the pupils very well.
- Care for children in the Foundation Stage is very good.

Commentary

25. The supportive care for pupils has improved in several respects since the last inspection. The previous report expressed concern that pupils who were injured or unwell had to wait on a bench in a corridor. The school has now designated a space in the school office for this purpose, although this needs to be more appropriately equipped. The health and safety policy, previously in draft form at the last inspection, is now fully in place. The headteacher and site manager check the premises frequently, but more involvement is required from governors. The school satisfactorily carries out risk assessments for off-site visits and staff are aware of hazards in lessons such as physical education. The headteacher, as the designated teacher for child protection, works closely with local agencies and makes sure that teachers are aware of the requirements. Further training is planned to ensure that all non-teaching staff are fully conversant with the school procedures.
26. Members of staff know their pupils very well. Pupils stated that they feel confident there is an adult they can talk to if they have a problem. The school has strong procedures to deter and resolve bullying. Effective procedures are in place for pupils who are absent without a known reason. The previous inspection found that the school was not using assessment to show pupils individually how they could improve. Good initiatives by leadership and management have focused recently on this issue and monitoring has improved, but more effective targeting of work is required. Pupils with SEN are well supported and enabled to reach the targets in their individual education plans.
27. Children in the Reception and Nursery classes are very well cared for. The school helps them settle in and to feel happy and secure and relationships with staff enhance the learning opportunities. The recent introduction of the school council is giving pupils in Years 2 to 6 the opportunity to express their opinions toward the development of the school, in addition to the headteacher having initiated a questionnaire for all pupils to state their wishes and needs.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The school uses its good links with the community to extend pupils' learning.
- Most parents give good support to homework, home reading and extra-curricular activities.
- Some parents express concern about the communication between themselves and the school.

Commentary

28. The school has close links with two neighbourhood churches and pupils celebrate seasonal festivities, often supported in school by church ministers who lead assemblies. The community policeman provides training in drugs awareness and personal safety for all the classes. Pupils sing in the Bexley Choir as part of the local education authority (LEA) 'Gifted and Talented' music project. Good opportunities are being developed with a local secondary school whose students coach the primary pupils in sport. There is a good programme of sports matches with other local primary schools, and girls' soccer is a lively and popular team event. Pupils have 'taster' and induction days with several local secondary schools, and students from these schools often help in classes when on work experience. Trainee teachers from Greenwich University also provide assistance in class.
29. Parents contribute positively to their children's learning and regularly hear them read at home. A small number of parents regularly help in class, with many more volunteering to accompany

pupils on local visits. Parents give good support to sporting matches and activities and a small core of parents organise the 'Friends of Dulverton' social and fund-raising activities.

30. Some parents expressed concerns at the pre-inspection meeting and on questionnaires about the information they receive from the school. The inspection team judges that these concerns are unjustified, with the vast majority of parental responses being positive. There have recently been marked changes in the style of leadership that has achieved improvements but not all parents have recognised this. The school works hard to communicate with parents and aims to be an open school. It recently carried out its own parental questionnaire and addressed some of the issues raised. Parents are offered a choice of two afternoons and two evenings for consultation with their children's teacher in the spring term. Pupils' end-of-year reports meet the statutory requirements, but excessive use of a 'statement bank' has resulted in some reporting being identical for different pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides very good leadership and management. This is an improvement since the last inspection. The leadership and management by other key staff in the school as a whole is satisfactory, but is showing good signs of improvement under the very effective leadership of the headteacher. The work of governors is good.

Main strengths and weaknesses

- The headteacher has introduced a substantial number of effective initiatives since her appointment 14 months ago.
- She has ensured that teaching and communication throughout the school has improved and that staff are being enabled to fulfil their roles, a number of which are new to them.
- She has implemented a school improvement plan and some overdue statutory requirements, which were not present upon her appointment.
- Governors are more involved in setting the strategic direction of the school and are taking a suitably sensible course to ensure that pupils' needs are met.

Commentary

31. The headteacher, who has been in post for only 14 months, has been very effective in raising standards, particularly in mathematics, reducing the level of unsatisfactory teaching and bringing good leadership and management to bear throughout the school. She has introduced a large number of essential improvements and is in the process of developing a strong team spirit amongst staff.
32. Communication has improved since her appointment and all staff are fully aware of the published tables of achievement and their role in ensuring that standards remain high in infant classes and improve further in junior classes. In this, co-ordinators are now clearer about what needs to be done and obtain the necessary help from the headteacher and colleagues in achieving their new goals. A number of staff have taken on new areas of responsibility and are committed to developing them successfully. Whilst they are keen to succeed, some members of staff need further support in developing whole-school strategies, such as in the use of assessment information.
33. Members of staff have good opportunities to develop their professional skills toward fulfilling their roles effectively, and new staff receive the level of advice and support that they need. Leadership teams have been established and the role of the subject co-ordinator is progressively being developed in order to improve the monitoring of the curriculum and the quality of teaching provided. This is at an early stage of development overall, but in-service training for staff is helping to ensure a more consistent approach to learning throughout the school. All staff report favourably on the school's induction arrangements, with effective arrangements in place for newly qualified teachers.

34. The headteacher has developed and implemented the school improvement plan, which was not available on her arrival. It is strategic for developing the school in both the short and longer-term, and clearly sets out the vision, aims and priorities for improvement. It is comprehensive with all essential areas identified, although specific costing is required against many of the actions. The plan gives a clear guide to the work of all staff and governors. The headteacher has implemented performance management satisfactorily for all teachers and has raised draft policies for race equality and educational inclusion. These are being reviewed by governors prior to ratification.
35. Governors are now much more involved in setting the direction of the school and receive good information from the headteacher to keep them abreast of progress of the school's work and areas for attention. This is an improvement since the last inspection. Governors generally fulfil their roles well and have good understanding of the strengths and weaknesses of the school but they have yet to plan effectively for allocating the large underspend of the school's funding, equating to almost twice the recommended percentage of the school's income. The school improvement plan gives clear awareness of the chief areas for expenditure but agreement has yet to be reached for some areas, such as the necessary development of the computer room and development of the buildings to enable access to all parts of the school by pupils with disabilities.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	846,655	Balance from previous year	50,494
Total expenditure	796,763	Balance carried forward to the next	100,386
Expenditure per pupil	2,131		

The principles of best value, mainly led by the headteacher, are carried out well.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good in the Nursery**, and is **good in the Reception classes**.

Main strengths and weaknesses

- Teaching in the Nursery is very good.
- The quality of the curriculum is rich and stimulating and fully covers all the six nationally recommended areas of learning in all three classes.
- Very good use is made of the outdoor area to support learning in the Nursery and this aspect is developing well in the Reception classes.
- Opportunities for children to develop their knowledge and understanding of the world about them are very good.

Commentary

36. Children enter the Nursery with levels of attainment above those expected nationally for children of this age. By the time they enter Year 1, most children have reached the standards expected nationally in all six areas of learning; many children will have exceeded these standards and higher-attaining pupils will be working at Level 1 of the National Curriculum. There is no significant difference in the attainment of children with English as an additional language as none of them are at an early stage of using English. Progress over time is good and all children, including those with SEN, are achieving well, because the quality of teaching they receive is good overall and the curriculum is appropriately planned. Children are offered a wide range of interesting and relevant activities that are well matched to their needs. The very good teaching seen in the Nursery is stimulating and enthusiastic and, in all three classes, the children's progress is carefully monitored and assessment of their learning is good.
37. Children enter the Reception classes in September and January of each academic year and induction arrangements are very good. Members of staff are sensitive to the needs of young children and their arrangements reflect this. At the time of the inspection, the Reception classrooms were both small, but the recently developed outdoor area has increased the size of the teaching areas effectively to expand the learning opportunities available. Resources are good in all three classes and in the Nursery outdoor area; plans are in place to purchase additional equipment to improve the outdoor facilities further.
38. The very good leadership and management of these classes promote the children's learning well. This is having a good impact on children's learning and shows an improvement since the time of the last inspection. The co-ordinator undertakes regular in-service training and this is reflected in the practice in the department. The Nursery and Reception classes are separated because of the design of the building; in order to sustain the high standards in provision, the co-ordinator must now work to ensure that all members of staff in the Foundation Stage encompass the very good practice already established in the Nursery. No judgement was given regarding the quality of leadership and management at the time of the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- All members of staff have a good understanding of the need to develop children's social skills, and good activities are planned to support their social development.
- Relationships are good and children feel confident and happy.

Commentary

39. Children in the Nursery arrive in the morning, find their names and self-register by attaching their name in the appropriate place. They are very secure and very aware of class routines. Children know what is expected of them and they settle to tasks with the minimum of fuss. Teaching is very good and the very effective teamwork of the adults gives the children very good role models for co-operation and a calm but rigorous approach to work.
40. In both Reception classes, children are encouraged to feel confident about their own achievements and to improve their work wherever they can. They know that they must tidy up at the end of sessions and automatically do so. They are learning to share and to take turns amicably. Teaching is consistently good.
41. In all three classes, activities are planned to support the development of this area of learning. Role-play areas offer good opportunities to support learning in this aspect, and in all three classes particularly good use is made of the outdoor areas to reinforce social and personal skills. Members of the support staff make a significant contribution to the development of these skills. The continual reinforcement of rules by all the adults, and the emphasis on treating each other and the children with respect, enables the children to progress with confidence. Most children will have exceeded the national expectations in this area of their learning by the time they enter Year 1. This represents good achievement.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop the children's language skills and teaching is good.

Commentary

42. Children enter the Nursery with well-developed language skills. They are given many opportunities to talk and to listen and their speaking and listening skills are developing well. These opportunities are extended in the Reception classes. In all three classes, all staff ask probing questions and insist that children respond with full sentences. In one Reception class, children could describe accurately how they made finger bowls in clay and used words such as 'slimy' to describe the texture of the clay when they first touched it. Children enjoy books in the Nursery and Reception classes and are encouraged to take books home to share with their parents. They listen to stories with enthusiasm and, in one Reception class, a higher-attaining pupil was able to read a simple text without error by using her knowledge of the story, contextual clues and her developing phonic knowledge. The story of *Handa's Surprise* was being used well to support all other areas of learning. In the Nursery, children have many opportunities to write, most can attempt their own name and more able children can write their own name fully. All were able to identify the initial letter of their name when registering on arrival. In the Reception classes, most children hold their pencils correctly and know where to

start on the page. Higher-attaining pupils are likely to be writing independently by the time they enter Year 1.

43. Children are confident learners, they make good progress and achieve well; this reflects the quality of support they receive from all staff in developing their language skills. Most will have exceeded the national expectations in this area of their learning by the time they enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Appropriate activities are planned to support children's learning in the subject.
- Cross-curricular links with other areas of children's learning are developed.

Commentary

44. In all three classes, teaching and learning are good and teachers plan an interesting range of activities to promote children's mathematical understanding. Most children achieve well and are working at levels above those expected for their age, with most being able to count to twenty. In the Nursery, mathematical language is used wherever possible. For example, children are encouraged to count and there is constant reference to the size of objects. Children are asked, "Which is bigger?" "Which is smaller?" and are asked to identify shapes wherever possible. Number songs and rhymes are used to reinforce learning.
45. In a good lesson in a Reception class, children were weighing fruit to determine which was the heaviest. They understood that the balance went down when the heaviest fruit was in it; they were able to determine the lightest fruit by a process of elimination and to explain how they were doing it. They used the correct mathematical language automatically. In a music lesson they used their counting skills to count out the beat.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good in the Nursery** and **good in the Reception** classes.

Main strengths and weaknesses

- A range of very interesting activities is planned to promote children's learning.
- Very effective questioning is used to enhance the children's knowledge and understanding of the world about them.

Commentary

46. Teaching and learning are very good in the Nursery and good in both Reception classes. Most children achieve well and are working at levels above those expected for children of their age. A very good range of appropriate interesting activities is provided in the Nursery. These activities both enhance their understanding and stimulate their curiosity. For example, during the inspection, the children went on a 'welly walk' to increase their knowledge and understanding of what happens in the grounds during autumn. Both inside and in the outdoor areas, activities were linked to autumn leaves. Children responded well; they painted pictures of what they had seen and were particularly attracted to a large bowl of leaves with models of the animals likely to be found in wooded areas, such as badgers and foxes. The very good teaching is characterised by the quality of opportunities offered and the careful questioning to ensure that the children understand the changes in nature.

47. In the Reception classes, some good mapping activities were undertaken by the children. Children have recorded a walk they have made around the school and in the local area and have recorded the route taken by Rosie in *Rosie's Walk*. Children are able to explain this work. In all three classes, children have ready access to play with sand and water and the older children in the Reception classes can explain changes that occur, such as when water is added to sand. Computers are switched on in all the classes and several children were observed using them. Children know how to use the mouse and how to click and drag pictures and many know how to change the program.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good use is made of the outdoor areas to support physical development.

Commentary

48. Teaching is good and ranges from satisfactory to very good. Learning is good and all children of all abilities are likely to reach the nationally expected standard by the time they reach Year 1. The outdoor area attached to the Nursery is large, secure, safe and easily accessible. It is very well equipped with a wide range of appropriate equipment, which the children use well. They have access to a selection of large wheeled toys and large climbing apparatus, which they use imaginatively. Children use this area confidently, with a mature awareness of their own and others' space. Both the teacher and the support staff encourage children to think about what they are doing and how they can improve their skills.
49. The Reception outdoor area has been developed very recently. It too is safe, secure and readily accessible. It has adequate and appropriate equipment and is very well used to support children's learning, although plans are in place to add to the equipment to improve the area further. During the inspection, this area was used very well: children were observed playing with bats and balls and their control of the ball is above that expected for children of this age. Reception children also have access to the school's adventure playground area at certain times. Support staff make a valuable contribution to the use of the outdoor areas. One lesson in the hall was observed, where the teaching was satisfactory. The children are very aware of routines and they know why it is important to 'warm up' and 'cool down'.
50. In all three classes, children develop their manipulative skills well by handling dough, clay, scissors and brushes and they manipulate small construction apparatus with dexterity. They also have regular access to large construction apparatus.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The many high quality activities available to children enhance their learning opportunities.

Commentary

51. In all three classes, children are achieving well and they make good progress. Most children are likely to reach the nationally expected standard by the time they reach Year 1. Teaching is good. In the Nursery, children were observed drawing round one of the group in order to make a large figure for a collage based on the story *After the Storm*. They know that they must cut along the outline; they know which colours are appropriate and which brush to use to create

the best effect. They also drew freehand large pictures of animals, for example rabbits and badgers. Children are confident and they respect each other's efforts, discussing their work very sensibly. They have ready access to painting and use paintbrushes and crayons with confidence.

52. In the Reception classes, these skills are extended and children handle clay with confidence. In a satisfactory lesson, children were making animal masks related to the story *Handa's Surprise*; they worked well on their own and sustained their concentration, although opportunities to develop and extend questioning with the children about their work were lost. In all three classes, role-play areas are used well to support learning. In one music lesson in a Reception class, children were encouraged to use instruments sensibly and to begin to understand rhythm.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Very good provision in reading helps pupils to achieve well and reach high standards by Years 2 and 6.
- Pupils with SEN and lower-attaining pupils are supported effectively and achieve well.
- Literacy is promoted effectively in all subjects, contributing to the improvement in writing.
- Standards in speaking and listening are good but there is no planned provision to ensure that all pupils develop these skills to the higher standards of which they are capable.

Commentary

53. Inspection findings show that current standards are well above average at Years 2 and 6, with a high proportion of pupils reaching the expected levels or higher. Although standards attained at the end of Year 6 in 2003 were lower than in the previous year, pupils' achievement has improved since the time they were in Year 2 and is now good because of improved teaching and closer focus on pupils' reading and writing skills. Pupils reach high standards in reading and writing, and above average standards in speaking and listening. This is a result of the good teaching, which now shows a consistency in planning and delivery of lessons across the school.
54. The very small number of pupils with English as an additional language, who are fluent speakers of English, achieve as well as their peers. Pupils with SEN and lower-attaining pupils achieve well because of the effective support given, and many attain expected standards for their age. There are no significant differences between the performance of girls and boys.
55. Pupils start Year 1 with above average standards in communication, language and literacy. In Years 1 and 2, teachers build well on pupils' speaking and listening skills developed in the Foundation Stage. Most pupils across the school speak clearly with confidence and can adapt their speech to a purpose. They are able to speak at length when opportunities are provided for them, but not many volunteer to speak out or initiate discussions in lessons because speaking and listening are not carefully planned. The school is aware of this need to develop pupils' skills in speaking and listening further.
56. Achievement is better in reading as the school places a strong focus on developing reading skills and pupils' enjoyment and appreciation of books. From an early age, pupils are encouraged to discuss what they read, which contributes to their critical reading in Years 3 to 6. Many older pupils join the after-school Reading Circle, organised in the library, where the

teachers and the librarian offer them a good opportunity to discuss books they have read. The library, with its very good range of books, contributes well to encouraging pupils to read and to achieve well across the school. Pupils read to adults frequently at school and at home; teaching assistants and parents make a significant contribution to pupils' reading.

57. Standards in writing have improved over the years. Opportunities to write for a variety of different purposes are good in Years 2 to 6, where pupils write using correct grammar and punctuation very well, including stories, letters, diaries and play scripts. Standards of handwriting and presentation are good.
58. The quality of teaching and learning is good. This indicates good improvement since the last inspection when teaching was only satisfactory. Teachers plan lessons well, using their secure command of the subject, which helps to generate interest among pupils. They have high expectations of pupils' work and behaviour and consequently pupils behave well and show very good attitudes to lessons. There was little evidence of the use of ICT in English except in supporting pupils with SEN.
59. The recently appointed co-ordinator has made good progress in developing the subject with commitment to improvement. However, the monitoring of teaching and learning has just started and hence the subject leadership and management are only satisfactory.

Language and literacy across the curriculum

60. Language and literacy are developed well in all subjects and pupils learn to use specific language and vocabulary required in those subjects. There is ample evidence of teachers' using lessons such as history, geography and religious education to develop pupils' reading and writing skills. Good examples were seen in geography where the Year 6 pupils have written reports on 'What's in the news?' One such example was '*An illusionist in a box*' on David Blaine in a hanging glass box in London.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards of attainment are good, with recent significant improvement.
- The quality of teaching is good enabling pupils to achieve well.
- Strong emphasis is placed on developing pupils' numeracy skills.
- Provision for pupils with SEN is good.
- The mathematical abilities of the highest-attaining pupils are not yet fully extended.
- Marking and assessment are insufficiently well used to guide individual pupils in what they need to do to improve.
- The use of ICT to support learning is underdeveloped.

Commentary

61. Standards in mathematics in both Year 2 and 6 are above average, with approximately half of Year 2 pupils and over a third of Year 6 pupils achieving the higher levels. This indicates a slightly lower achievement at Year 2 since the national tests in 2003, due to some inconsistencies in pupils' skills in problem solving. Standards at the end of Year 6 in 2003 improved very well over the previous year because of the close focus on improving pupils' numeracy and problem-solving skills. Overall, the school does well for its pupils, who make good progress and achieve well. Pupils with SEN are well supported by teachers and LSAs and make good progress from their starting points. There are no significant differences between the performance of girls and boys or those with English as an additional language as none are at an early stage of using English.

62. At the time of the last inspection, pupils' attainment and progress were both good, pupils with SEN made satisfactory progress, the quality of teaching was good and there were a number of positive features in the leadership and management. Nevertheless, since the last inspection, pupils' attainment sharply declined. In the past year, the headteacher, with senior staff, has successfully implemented a well-targeted action plan to redress this decline and has secured rapid improvement and a significant increase in the numbers of pupils achieving the higher levels. The school's results are now higher than the average when compared to similar schools.
63. Most pupils enter the school with above average mathematical understanding. From Year 1, teachers promote real enthusiasm for daily mathematics lessons. By Year 2, most pupils are working well within the expected range of learning for their age. Most have good recall of appropriate basic number facts and addition 1-10. They are able to identify and locate numbers 1-100, recognise simple number patterns and begin to apply this knowledge to larger numbers, using it in other areas of the subject, such as shape and measurement, and in other subjects. As a result of the good teaching, there is good progression in learning over the next four years so that by Year 6, most pupils have a secure understanding of the four operations in mathematics and apply them well in working with whole numbers and decimals to two places. They use their knowledge effectively when working with fractions, percentages, perimeter, area, angles and weight. They are able to estimate sensibly and use investigative skills increasingly well to solve mathematical problems. Most pupils work hard independently or in pairs or groups, and have good attitudes to their learning. Throughout the school, the attitudes and confidence of lower-attaining pupils are particularly well fostered, and older pupils benefit well from the very effective special booster groups.
64. Pupils' good achievement stems from the quality of teaching, which was good in all lessons seen, with examples of very good teaching across the school. The school has fully embraced the numeracy strategy, which ensures a consistent approach to planning, teaching and learning across the school. Teaching strengths include:
- good subject knowledge;
 - well-planned lessons with explicit learning objectives, carefully discussed with pupils;
 - strong emphasis on developing pupils' numeracy skills through a wide range of interesting strategies;
 - building well on pupils' previous learning;
 - good support for pupils, and especially lower attainers, to work with confidence and enjoy mathematics;
 - clear explanation of teaching points and the correct use and extension of mathematical vocabulary;
 - good use of questioning to help pupils clarify their own understanding and explain working methods;
 - brisk pace in lessons and high expectations of behaviour and work rate;
 - tasks carefully planned to match work to pupils' abilities;
 - very effective use of classroom displays and resources that stimulate pupils' learning.
65. While numeracy skills are particularly well addressed in all lessons, some inconsistencies remain across the school in developing investigation and problem solving and in data handling. The school caters well for the needs of lower and middle ability pupils, and provides specific tasks for higher-attaining pupils: however, while in some classes tasks were sufficiently challenging and open-ended to extend the most able mathematicians, this was not often the case. The school recognises this and is taking steps to address the needs of its highest attainers.
66. Marking and assessment of pupils' progress are thorough and well used in general terms to guide teaching and learning for all pupils, including pupils with SEN. However, data held for each individual pupil is not used systematically to guide the majority of pupils in precisely what each needs to do next to improve their skills and raise their achievement. Homework is

provided, although the arrangements and regularity are not clearly defined for all classes. The use of ICT to support learning in mathematics is underdeveloped and requires improvement.

67. The whole-school drive to raise standards has been well led by the headteacher, with good support from the co-ordinator and senior staff. The co-ordinator has successfully introduced specific initiatives to boost the achievement of pupils in Years 3, 4 and 5. New whole-school procedures are in place to ensure thorough monitoring although, at present, the role of the co-ordinator in monitoring, evaluating and further improving the quality of teaching and learning in lessons is very limited. She is, however, effectively improving guidance materials and resources for mathematics: resources are now good and well deployed around the school to support pupils' interest and learning.

Mathematics across the curriculum

68. Teachers provide good opportunities for all pupils to apply their mathematical skills in other subjects through both planned and incidental activities. In science, pupils regularly use their knowledge of number and measures to record and compare results in investigations. In design and technology lessons linked to their history topic, Year 6 pupils used estimating and measuring skills well to design and make Roman sandals. In art, pupils apply their knowledge of shape and pattern to create skilful two and three-dimensional work of a good standard. From the youngest age, most pupils are interested in mathematics and are keen to apply their knowledge, understanding and skills across the curriculum.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average and pupils' achievement is good.
- The curriculum is now well balanced and resources for teaching and learning are good.
- There is a strong focus on practical and investigative work.
- Pupils have good attitudes and are making good progress.
- The co-ordinator is providing committed leadership to raise the profile of science with staff and pupils.
- Procedures are not yet in place to monitor the quality of science teaching regularly and spread good practice.
- ICT is underused to promote learning in science.

Commentary

69. Pupils achieve good standards across the school. Most pupils enter the school with a good understanding of the world about them and a secure foundation from which to develop their learning. Evidence in lessons and in past work for Years 1 and 2 shows that pupils make good progress in acquiring new knowledge, skills and understanding. At the end of Year 2, all pupils reached the expected standard for their age with well over one third achieving the higher Level 3. Pupils' current work indicates that an increasing proportion of Year 2 pupils are on course to achieve this higher level by the end of the year.
70. Work in Years 3 to 6 shows that pupils make good progress in their knowledge, understanding and investigative skills. In the most recent national tests, almost all pupils reached the level expected for their age and almost half of Year 6 pupils achieved the higher Level 5. These results represent a very significant improvement on 2002 outcomes, especially for higher-attaining pupils. Improving quality and standards are evident in pupils' books over time and in lessons seen. No differences were observed between the achievement of girls and boys: all achieve well, including pupils with SEN or those with English as an additional language as none are at an early stage of using English.

71. Teaching is good, as at the time of the last inspection. No unsatisfactory teaching was seen, and all lessons had good features, with one Year 6 lesson being of very good quality. Teachers' subject knowledge has improved since the last inspection. They now plan to a clear, consistent structure, usually building well on previous learning. They ensure that tasks are carefully matched to individual pupils' abilities.
72. The school has improved the curriculum through adopting the national guidelines, so that there is now good curriculum breadth and balance and increased emphasis on scientific enquiry. Lessons include a good level of practical work, resulting in pupils working with interest, enthusiasm and good attitudes, whereas at the time of the last inspection, attitudes were only satisfactory. Members of staff extend pupils' scientific vocabulary well and ensure that they understand the importance of logical thinking and accurate recording of processes and outcomes. Pupils respond positively, make good use of scientific language, and record their science work carefully, systematically and to a good standard. In a Year 6 lesson, particularly mature and considered attitudes to scientific enquiry were displayed in experiments to predict and explain reversible and irreversible changes to materials. Pupils used their earlier learning and observational skills very well, co-operated with each other very sensibly and made very good progress. However, in this and in other lessons observed, tasks were not sufficiently open ended or challenging to extend the highest-attaining pupils fully.
73. The co-ordinator is knowledgeable and committed and has worked effectively to raise the profile of science across the school and improve resources, which are now good. Classroom science areas and stimulating displays are used very well to motivate and sustain pupils' enthusiasm for the subject.
74. Improved assessment procedures have been put in place since the previous inspection, but neither assessment nor marking are used consistently or sufficiently to guide pupils in the next steps in their learning. Planning, curriculum coverage and overall results are regularly monitored to identify strengths and weaknesses. Teaching and learning are not regularly observed and procedures are not yet in place to spread the best practice or to further raise the quality of science teaching across the school.
75. ICT is under-used to promote learning in science, but good examples were evident of pupils applying their good mathematical skills well in their science work. They are given many opportunities to use their speaking, listening and writing skills, but in some lessons pupils were given insufficient encouragement to speak clearly in order to be heard to enhance the quality and pace of subsequent discussion. Good links are made between scientific learning and other subjects, such as history, geography and design and technology.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils have positive attitudes to ICT.
- Pupils with SEN are well supported.
- ICT makes a good contribution to pupils' social development as they are encouraged to work in pairs and groups.
- Insufficient use is made of ICT in other subjects.
- Procedures for monitoring teaching and learning have not yet been established.
- Accommodation in the computer room is inadequate for effective delivery of the subject.

Commentary

76. Pupils achieve satisfactorily from Years 1 to 6 and they reach broadly average standards by the end of Years 2 and 6. Inspection findings confirm that standards have been maintained since the last inspection and that teaching has remained satisfactory. This represents satisfactory progress since that time. Pupils with SEN and English as an additional language achieve as well as their peers. Very limited evidence of printed work was available during the inspection and judgements about standards and achievements are based on what was seen in lessons.
77. All pupils have weekly opportunities to develop their skills in the ICT suite and they respond well to the opportunities they are given. Teachers use the facilities with increasing confidence and choose tasks that focus on selected skills. These promote good learning by pupils so that skills are built progressively through the school. In Year 2, pupils use computers confidently in selecting paintbrush or pencils from 'Tools' to draw or paint portraits. This is built upon well in Years 3 to 6, with pupils evidencing increasing skills. By Year 6, the pupils can prepare multimedia presentations using PowerPoint. Most pupils are confident in searching the Internet and higher-attaining pupils are able to download pictures for multimedia presentations. Hardly any work on data handling was found in pupils' books but the assessment information indicates that it is covered during the year. In one Year 5 lesson, pupils satisfactorily planned a party on a given budget using a spreadsheet in preparation for analysing the results of their survey using a table.
78. Teaching is satisfactory, with some good teaching in Year 6. In the good lesson, pupils achieved well through a sustained project that was imaginative and engaged all pupils effectively. In all lessons, teachers make good use of available resources, and pupils with SEN are well supported by teaching assistants. Pupils' social skills are promoted well as pupils are encouraged to work collaboratively in groups and pairs in all lessons.
79. Most pupils use computers at home. Year 2 pupils were keen to talk about their own computers, which they use regularly for doing homework. Limitations in the school's resources are major factors limiting further development of pupils' skills. On occasions, the malfunction of basic equipment such as printers causes frustration for pupils and teachers, resulting in reduced time being available to develop pupils' skills. The computer room is cramped and is inadequate for whole-class teaching. It restricts the effective use of demonstration on the computer and is poorly ventilated to cope with the number of pupils using the room.
80. The recently appointed co-ordinator has made good progress in taking the subject forward in a short time by quickly identifying the strengths and areas for improvement. She has a good understanding of the standards being achieved because pupils' skills have been assessed across the school. Leadership is good but management of the subject is only satisfactory, as the co-ordinator has not had the opportunity to monitor teaching and learning in lessons to improve their quality.

Information and communication technology across the curriculum

81. Whilst the ICT suite is used well for all pupils to develop their skills, these skills are not used in all classes to support other subjects. Lesson planning does not consistently identify opportunities where pupils can use their skills, but some exceptions are evident such as in art and design, and in geography where pupils use computers effectively and achieve well. The co-ordinator is aware of the need to develop the use of ICT across the curriculum.

HUMANITIES

Religious education was fully inspected and is reported below. Observation was also made of the contribution made by acts of collective worship. Pupils' work was sampled in history and geography.
Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are encouraged to associate religious beliefs with their everyday life.
- There is no monitoring of teaching and learning.

Commentary

82. Standards by the ages of seven and eleven remain in line with expectations of the locally agreed syllabus as they were at the time of the last inspection. Four lessons were observed, one in Year 2, one in Year 5 and two in Year 6. An analysis of pupils' work and discussions with pupils indicate that pupils' achievement throughout the school is satisfactory.
83. Teaching and learning are good overall. A very good lesson was observed in Year 2 when pupils were learning about the content of the Torah. Care was taken to build on work previously undertaken and pupils showed understanding of how the Ten Commandments could be compared to their class rules and, more importantly, that people need rules in order to remind them to show consideration to others. In the other three lessons observed, the teaching was satisfactory in one and good in the other two. By the time pupils reach Year 6, they are gaining a satisfactory understanding of Christianity, Judaism and Islam. There are good examples of cross-curricular links, for example pupils design their own churches in design and technology, and there is good use of English to support learning in the subject. An examination of pupils' books reveals that they are given opportunities to discover the meaning behind religion and how to apply it to their lives, as well as knowing the basic facts. This is reflected in the very good levels of spirituality seen in the school.
84. The co-ordinator is new to the school and newly appointed. As yet, she has had no opportunities to monitor teaching and learning in the subject to enable her to have a clear picture of standards across the school. Assessment procedures have been introduced and are in the early stages of development. The school is well placed to achieve improvement in this subject.

History and Geography

Provision in history and geography is **good**.

85. Standards in both subjects at Year 6 are above average. This indicates good improvement since the last inspection.
86. Teaching in the two geography lessons observed, one in Year 3 and one in Year 6, was good overall. Two lessons were also seen in history, both in Year 6, and were also good overall. No lessons were seen in Years 1 and 2, but there is every indication from pupils' work that teachers provide good coverage of the curriculum in both subjects. In the very good lessons seen in both subjects, teaching strengths included:
 - carefully planned lessons with clear learning objectives, which were shared with pupils;
 - enthusiastic teaching that stimulated pupils' interest;
 - care taken to build on previous learning so that pupil's knowledge, skills and understanding in both subjects were continually developed;
 - opportunities given to pupils to develop their research skills independently.

87. Pupils are very clear about how they can find information in history. They know and can explain succinctly the difference between primary and secondary sources. In a very good Year 3 geography lesson, pupils were making very sensible attempts to analyse why place names had evolved from their own knowledge and by using symbols on a map. Pupils' written work indicates that there is good use of English to support learning in both subjects throughout the school. Visits and visitors are used well to support learning in both subjects. Year 6 pupils enjoyed a residential visit to the Isle of Wight, and Year 1 pupils enjoyed their visit to the Toy Museum at Bethnal Green to support their study of toys, old and new. Recent visitors to the school include a group of actors depicting the Romans' way of life and their clothing, adding richness to the periods of time that they study.
88. Display of pupils' work from Years 1 to 6 in history is of a very high standard. They relate to Florence Nightingale for Year 2 pupils, and to the Egyptians for pupils in Year 5, the latter including books made in the style and shape of pyramids. The quality of pupils' displayed work reflects a growing understanding of the knowledge required in both subjects. Pupils talk confidently about the work they do and apply their increasing knowledge and understanding.
89. Subject co-ordination is satisfactory in both subjects. Both subject managers are newly appointed and have not been in post long enough to monitor the quality of teaching and provision fully. Assessment procedures have been introduced and are in the early stages of development. Both subjects are adequately resourced.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

90. No lessons were seen during the inspection but, on the basis of pupils' work throughout the school, displays of their work and an examination of the school's art portfolio, provision in art is good. No judgement can be made on the quality of teaching and learning.
91. Art and design is well planned, varied and interesting. The quality of pupils' work seen indicates that standards at Years 2 and 6 are above average. This represents good improvement since the last inspection. Displays around the school are of a high standard, with a wide range of pupils' work across the school in the style of great artists such as Van Gogh, Hockney, Picasso, Jhamini Roy and Jason Pollock. There is evidence of a variety of techniques being used, such as silk painting and fabric printing. In Year 2, some very good examples of three-dimensional work in clay were seen and, in Year 6, pupils have made figures using an armature as a base and finishing off with 'modroc'.
92. Pupils' writing supports the display, explaining how they designed the armature first, made it, covered it first with wet newspaper and finished it off with the modroc. Throughout the school, high quality displays of pupils' work link well to other subjects, particularly to history. Good use is made of visits to galleries and the school 'arts weeks' when artists are invited in to support learning in the subject. Pupils use the computer program 'Dazzle' to good effect. The subject makes a positive contribution to pupils' cultural education, with an art 'master class' offered to gifted and talented pupils.

Design and technology

93. Standards at Year 6 are good. Based on the limited evidence available, this indicates that the school has sustained the good standards achieved by Year 6 reported at the time of the last inspection. Only two lessons were seen and work on display in classrooms was viewed. It is, therefore, not possible to form an overall judgement about provision or teaching for this subject. In the lessons, in Years 1 and 4, standards were satisfactory and very good respectively, while the quality of work seen in some other classrooms, including Year 6, was of a consistently good standard.

94. From the lessons, work seen, and from discussion with pupils, it is evident that the basic elements of design, plan, make and evaluate processes which underpin work in the subject are well established. These were particularly well developed in a Year 4 lesson, where very good teaching secured work of a high standard, as pupils produced individually designed purses linked to their Tudor history project. They demonstrated very good expertise in their wide range of designs and patterns, thoughtful choices of materials and very good making skills, clearly developed over time. Pupils were able to explain sensibly how, and against what criteria, they would evaluate their finished products. Their efforts were purposeful and confident. The teacher and LSAs provide very effective support for all levels of ability, including for pupils with SEN, so that all were achieving at least good outcomes. Around the school, both younger and older pupils are eager to explain present and previous work and they clearly enjoy their learning in this subject. Pupils' collaboration and co-operation were well fostered in the lessons seen.
95. The curriculum is thoroughly planned in line with national guidance and taught regularly, although the time allocated is below that recommended nationally. Good links are made with work in history, science and art and design. Resources have improved since the last inspection and are now good. Appropriate assessment procedures are in place, but are not yet used consistently across the school to plan next steps for pupils' learning or to identify areas for improvement.

Music

96. Because of the limited opportunity to observe music lessons and the limited evidence available, no judgements are made for provision or teaching overall. Only two music lessons were seen, one in Year 4 and one in Year 5. Both were satisfactory. Despite the limited evidence available, the lessons seen indicate that pupils are given opportunities to compose and appraise their own music. Music is used to support assemblies and pupils listen attentively. Standards of singing in assembly and in the singing lesson observed are above the expectations for pupils of this age.

Physical education

97. Only four lessons could be sampled during the inspection. It is, therefore, not possible to make a firm judgement about the overall quality of provision. However, on the basis of lessons seen, scrutiny of planning and timetables and discussion with teachers, it is evident that all of the required strands of the curriculum are regularly taught, including outdoor and adventurous activities and swimming for appropriate age groups. This represents good improvement as pupils' progress at the last inspection was reported to be unsatisfactory overall.
98. Insufficient evidence is available to provide a firm judgement on teaching. Satisfactory teaching was seen in developing pupils' skills in composing and presenting dance, while the teaching of ball skills in one hockey lesson was good. Teachers plan lessons thoroughly with clear learning objectives, which are discussed with pupils. Each lesson incorporated warm-up and cooling down periods, explanation and demonstration, and pupils' and the teacher's evaluation of learning. Teachers' subject knowledge was at least satisfactory and good attention was given to ensuring pupils' awareness of safety. As a result, pupils are responsive, almost all behave well, try hard to improve their skills and make good progress.
99. The school has made improvements to the scheme of work since the last inspection. All teachers now plan lessons in accordance with national guidance and progression is good. Girls and boys were seen to have equal opportunities to participate and all pupils, including those with SEN, are well supported by staff. Pupils were working to an at least satisfactory standard for their age; standards of achievement were particularly good in a ball-skills lesson in Year 1.
100. The school has good outdoor facilities with ample hard surface and grassed areas. The hall, which is used for a range of purposes, is adequate for the key indoor activities for younger

pupils. While gymnastics equipment has been improved by recent purchases and is in good order, the hall's area, height and limited wall equipment offer rather restricted opportunities for the oldest pupils. However, the school has a large well-equipped and well-maintained adventure playground which pupils are able to use on a rotational basis for formal lessons and informal activities, and where gymnastic skills are also developed. The quantity and range of games equipment are satisfactory.

101. In addition to daily lessons, the school participates in an innovative sports initiative with other local primary and secondary schools, and in local sports competitions and trials. A good range of lunchtime and after-school sports clubs promote pupils' interest and individual and team skills: these include a popular dance club, organised with an outside provider, boys' and girls' football teams and netball.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

102. This area of the schools' provision was sampled, with only two observations being seen. Provision is satisfactory. Pupils value the trust of their teachers. They respond effectively by serving the school on the recently established school council. This responsibility extends pupils' knowledge of the democratic process. One school council meeting was observed; this fifth meeting comprised councillors from Years 2 to 6, with pupils fulfilling the roles of chairperson and secretary. They resolved to request a 'friendship bus stop' in the playground for pupils who were feeling lonely. Having agreed the location and the colour, they decided to write to the headteacher 'because she's got the money'. One discussion period called 'circle time' was seen where satisfactory teaching enabled pupils to talk over issues they meet in their everyday lives. Pupils also support charities and take part in festivals and sporting events in the community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).