

INSPECTION REPORT

FARNBOROUGH PRIMARY SCHOOL

Orpington

LEA area: Bromley

Unique reference number: 101615

Headteacher: Mrs Jillian A Baber

Lead inspector: Mrs Sheila Browning

Dates of inspection: 17 – 18 May 2004

Inspection number: 256105

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	200
School address:	Farnborough Primary School Farnborough Hill Orpington Bromley
Postcode:	BR6 7EQ
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs N Kimber
Date of previous inspection:	24 May 1999

CHARACTERISTICS OF THE SCHOOL

Farnborough Primary School, with 104 boys and 96 girls aged four to eleven, is about the same size as most primary schools nationally. Most of the pupils come from the village where the school is situated and the surrounding area. On entry, the pupils' attainment is wide ranging but is broadly average overall. The percentage of pupils having special educational needs, at 22.9 per cent, is above the national average. Most of these pupils have social, emotional or behavioural learning needs or specific, moderate, speech and communication learning difficulties. The percentage of pupils with statements of special educational need, at 2.5 per cent, is above the national average. The percentage of pupils eligible for free school meals, at 5.5 per cent, is below the national average. There are few pupils drawn from minority ethnic backgrounds and a few with English as an additional language; none are at early stages of language acquisition. Pupils come from homes that are socio-economically diverse. Farnborough Primary School has received a range of awards such as Activemark, Healthy Schools and Investors in People.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1510	Sheila Browning	Lead inspector	Art and design Music Personal, social, health and citizenship education English as an additional language.
9115	Terry Clarke OBE	Lay inspector	
23056	Teresa Manzi	Team inspector	Foundation Stage Special educational needs Science
25925	Elizabeth Pacey	Team inspector	Mathematics Information and communication technology Geography History
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an increasingly **effective school**. Results in national tests in English, mathematics and science are well above national averages at the end of Year 6. Standards in information and communication technology, however, are below those expected nationally. The quality of teaching and learning is at least good and pupils are achieving very well. This is due to the commitment and determination of the headteacher, governors and staff to raise standards. The school is well led and managed and it provides good value for money.

The school's main strengths and weaknesses are:

- Good teaching and learning are leading to very good progress and good achievement overall. Pupils reach well above average standards in English, mathematics and science and above average standards in science, geography, music and physical education.
- Provision for information and communication technology (ICT) does not meet national requirements. Progress since the last inspection has been too slow and has led to below average standards and achievement.
- Opportunities for outdoor physical development in the Foundation Stage are insufficient.
- The well-maintained accommodation is unsatisfactory: classrooms are very cramped and storage is extremely limited.
- The school's commitment to pupils' spiritual, moral, social, cultural and personal development is reflected in pupils' very good attitudes and behaviour and in their keenness to take up the very good enrichment opportunities.
- The headteacher's good leadership and the strong support of all staff and the governors are moving the school forward, and it is on track to improve further.

The school has made satisfactory progress since the last inspection in May 1999. One key issue relating to improving the quality of teaching to ensure that it is consistently good throughout the school is fully addressed. One, to raise standards in information and communication technology remains a matter of concern. The school's plans for the development of ICT have been curtailed by constraints beyond their control. Adaptations to improve provision are underway but pupils are not receiving the curriculum to which they are entitled. Weaknesses in teaching have been eradicated and teaching is good throughout the school.

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	C	A	B
Mathematics	A	C	A	B
Science	A	C	A	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' achievement is good overall. National test results for eleven-year-olds in 2003 were well above average overall at the end of Year 6. Comparisons with similar schools show that results were above average in English and mathematics and were at expected levels in science. Although the overall trend of improvement in test results over the last five years was below the rising national trend, the school maintained well above average standards. The school set realistic targets for raising achievement and these were met overall. Attainment on entry to the school is broadly in line with that expected nationally. Children make good and often very good progress in the Foundation Stage in language, mathematics, social and emotional development and in aspects of knowledge

and understanding of the world. By the end of the Reception Year, their knowledge and skills in these areas are above expected levels so that many children are beginning to work within the National Curriculum. They are securely on course to reach the Early Learning Goals in creative and physical development. In Years 1 to 6, pupils achieve very well. Standards are particularly good in speaking, listening, reading and in investigational mathematics and science. Most pupils are achieving well due to the good teaching. Pupils achieve well in geography, music and in physical education. Standards in ICT are below average and achievement is unsatisfactory. Standards and achievement in religious education are in line with those for the locally agreed syllabus. Sampling in other subjects indicates that standards meet national expectations and pupils' achievement is at least satisfactory. Higher-attaining pupils and those with special educational needs achieve well. Sustained efforts of teachers and teaching assistants, supported by good leadership and management, are leading to above average standards.

Very good provision for pupils' spiritual, moral, social, cultural and personal development results in very good relationships. Pupils have very good attitudes to school. Behaviour is very good due to the very good moral and social development. Attendance is very good.

QUALITY OF EDUCATION PROVIDED

The quality of education provided by the school is good. Teaching and learning are good overall. Children in the reception class benefit from good teaching and achieve well. In Years 1 to 6 teaching and learning are at least good. Much of the work is orally and practically based, which appeals to pupils and reinforces their learning well. Pupils are challenged to achieve their best and they are very well supported. Pupils are encouraged through well-focused questions to think and find out answers for themselves. Assessment is used most effectively.

The curriculum is good in most respects. The use of, and access to, ICT is unsatisfactory and does not sufficiently enhance learning. Opportunities in the Foundation Stage for outdoor physical development are insufficient. Pupils enjoy a range of interesting lessons. Provision for music is strong. Very good extra-curricular activities and opportunities for enrichment further enhance pupils' learning. Pupils receive very good support and guidance. Links with parents and the community are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has a clear sense of purpose: under her leadership, all share a determination to provide pupils with a good quality education. All staff work together in pursuit of the school's priorities. Financial management is good. Much of the work of the governing body is good but the school does not meet all of the National Curriculum requirements for ICT, so in this one respect governance is unsatisfactory. Governors undertake their role seriously. They are proactive and well informed and usefully act as a critical friend in order to support further progress.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard. They are very happy with the way the school is led. They are very supportive and are well informed. Pupils have very positive views and enjoy all that the school offers.

IMPROVEMENTS NEEDED

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

- Raise pupils' skills, knowledge and understanding in ICT and address the inadequacies in providing for the subject.

and to meet statutory requirements:

- Ensure that the full National Curriculum for ICT is provided.

Minor weaknesses

- Address the cramped accommodation.
- Improve the provision for outdoor physical development in the Foundation Stage.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Standards are above average and achievement is good overall. Standards are unsatisfactory in information and communication technology.

Main strengths and weaknesses

- Current standards reflect the very good results in recent national tests.
- Standards in English, mathematics, and science are well above the national average. Standards in geography, music and physical education are above average and pupils achieve very well in these subjects.
- Standards are below average in information and communication technology.
- Opportunities for outdoor development in the Foundation Stage are insufficient.

Commentary

1. Attainment on entry to the school is broadly in line with that expected nationally. Children in the Reception Year make good and often very good progress in language, mathematics, social and emotional development and in aspects of knowledge and understanding of the world. By the end of the year their knowledge and skills in these areas are above expected levels. Many children are beginning to work within the National Curriculum. They are securely on course to reach the Early Learning Goals in creative and physical development. Despite the limited opportunities for outdoor development children demonstrate appropriate skills.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.1 (17.5)	15.7 (15.8)
Writing	16.0 (16.5)	14.6 (14.4)
mathematics	17.6 (18.3)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year

2. As the above table shows, results of national tests at the end of Year 2 in reading, writing and mathematics were well above those of other schools in 2003, maintaining the well above average standards for the last three years. Teacher assessments for science were above average for the higher levels. In comparison with similar schools, results at the higher levels (Level 3) were above average in reading and mathematics and were average in writing. Teacher assessments for science were average. The school's results are within the range of the top quarter of schools across the country but not the top five per cent nationally. The overall trend of improvement over the last five years was above the national trend. The very good rate of achievement noted in lessons suggests that this pattern will continue.

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

Standards in:	School results	National results
English	29.5 (27.0)	26.8 (27.0)
Mathematics	29.3 (27.6)	26.8 (26.7)
Science	30.1 (28.5)	28.6 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

3. The table above shows that test results for pupils at the end of Year 6 in English, mathematics and science were well above those of other schools nationally. In comparison with similar schools, results were above average in English and mathematics and were average in science. A good proportion of pupils achieved the higher levels in English, mathematics and science. Although the overall trend of improvement in test results over the last five years was below the rising national trend, the school maintained well above average standards. The progress between key stages (value added) for most pupils is well above the average for all schools nationally and above average for similar schools. Current targets are appropriate and pupils are on course to reach them.
4. The school set realistic targets for raising achievement in 2003. The majority of pupils achieved at least what was expected of them, several exceeded their predicted targets, and they made good progress. At the end of Years 2 and 6 there are no notable differences in the performance of boys and girls.
5. Standards seen in lessons and in sampling of pupils' work, in Years 2 and 6, indicate that standards of current pupils are well above expected levels in English, mathematics and science and are above average in geography, music and physical education. Standards are average and pupils achieve as expected in art and design, history, and design and technology. Standards are in line with the locally agreed syllabus for religious education. Standards and achievement are below those expected in information and communication technology because pupils do not cover all aspects of ICT. The use of information and communication technology in other subjects is under developed. Broadly similar judgements were made about standards in subjects at the last inspection.
6. At the end of Years 2 and 6, pupils' achievement is good overall. Boys and girls make progress at similar rates. Higher-attaining pupils, those with special educational needs and those with English as an additional language achieve well. The achievement of pupils with special educational needs is good because of the well-focused support they receive. The teacher in the Reception class identifies quickly any difficulties or concerns, so that early intervention ensures good use of teaching support. Gifted and talented and higher-attaining pupils achieve well because learning opportunities are carefully planned to extend and challenge them.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are very good. Pupils' attitudes and behaviour are very good. Pupils' spiritual, moral, social and cultural development is also very good.

Main strengths and weaknesses

- The high level of attendance and the punctuality of pupils.
- The very good attitudes and behaviour of pupils in the classroom and around the school.
- Very good relationships in the school.
- Pupils are very willing to show initiative and take responsibility.
- The very good spiritual, moral, social and cultural development.

Commentary

7. Pupils' attendance, and punctuality are very good. The attendance level last year was consistently above the national median. Attendance this year, up to the end of the spring term, is similar to last year. The few pupils with poor attendance are well monitored by the school with the support of the education welfare officer (EWO). Pupils with medical reasons for long-term absence are given work to do at home with the help of the special educational needs co-ordinator (SENCO). Unauthorised absence is at zero per cent. Punctuality is also very good; if pupils are late they nearly always arrive before the end of registration. The very good attendance and punctuality have a positive effect on pupils' learning.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.5%
National data	5.4%

Unauthorised absence	
School data	0.0%
National data	0.4%

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

8. Pupils' attitudes and behaviour are both very good. They like coming to school, arrive on time and quickly get down to their lessons. Pupils enjoy school and like to take part in the many activities that the school provides. When interviewed, they all had their own favourite subjects, which covered the whole range. Behaviour around the school and in the classroom is very good. Pupils are polite and courteous and are clearly proud of their school. The small, but significant, number of emotionally and behaviourally disturbed pupils are well managed and receive very good support in lessons from well-trained and skilled learning assistants. This is an improvement since the last inspection. The school sets high expectations for pupils' conduct and the result is that lessons are seldom disrupted and all pupils make very good progress. Bullying is not a problem, but when it happens the school deals with it very effectively. There have been no exclusions in the past year, demonstrating the inclusive nature of the school.
9. Pupils show initiative and are prepared to take responsibility. An example of this is in the work of the school council and the mature behaviour of the prefects. Pupils act as playground friends and peer mentors, as well as representing the school at outside events, particularly at concerts.
10. Relationships across the school are very good among pupils and between staff and pupils. In the classroom, pupils work well together in groups and in pairs. Pupils' very good relationships with staff are not confined to the teachers, as they also include classroom assistants, with whom they work very well, and other support staff such as lunchtime supervisors and office staff. Pupils speak warmly of their teachers.
11. The provision for pupils' spiritual, moral social and cultural development is, overall, very good. The two assemblies observed, had a high spiritual content and helped pupils to develop self-knowledge. Circle time in Year 2 encouraged in pupils a respect for the feelings, values and beliefs of others through the acknowledgement of friendships. Pupils know well the difference between right and wrong and develop a good moral outlook. They know there are others less fortunate than themselves and as a result are successful in collecting large sums of money for different charities. They develop socially very well and, through the school's community links, learn the responsibilities of living in a community for example, by visiting elderly people from the local sheltered housing. Pupils learn to appreciate well their own and others' cultural traditions. For example, through the school's high profile in music, and the study of the differences in lifestyle of an Asian child in a village in Sri Lanka from their own, in geography lessons, they learn about life in countries of the third world.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

This school provides a good quality of education. Good teaching is supported by a planned curriculum, which includes very good opportunities for enrichment. The school caters for pupils' individual needs effectively. However, the well-maintained accommodation is unsatisfactory overall. The school ensures pupils are well cared for, and are very well guided and supported. A strong partnership with parents contributes to pupils' progress.

Teaching and learning

Overall, teaching and learning are at least good. This is an improvement since the last inspection. Experienced teachers know the children and their individual needs well. The good quality teaching motivates pupils; as a result, they are interested and want to learn.

Main strengths and weaknesses

- Pupils respond well to teachers' high expectations of good behaviour.
- Very good support from classroom assistants helps pupils to progress.
- Computers are not used sufficiently to support learning across the curriculum.
- Pupils' progress is assessed thoroughly and the information is used well to inform improvement.
- In many lessons, good questioning challenges pupils' thinking skills.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (16)	20 (62)	7 (22)	0 (%)	0 (0%)	0 (0%)

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

12. The overall quality of teaching and learning has improved since the last inspection. Improvements relate to clearly identified learning objectives that are shared with pupils, work that is well matched to pupil's age and ability and good support for pupils with learning difficulties. During the present inspection, teaching and learning in all lessons were at least satisfactory or better. No unsatisfactory lessons were seen. The inconsistencies in teaching noted in the last inspection have been successfully eradicated.
13. Teaching and learning in the Foundation Stage are good overall, maintaining the good standards noted during the last inspection. Planning takes account of children's particular needs. Strengths are the teachers' very good relationships with the children and the very good teamwork between the teacher and the teaching assistant. All teaching is well thought through and based mostly on practical experience. As a result, children enjoy learning and achieve well. When teaching is occasionally satisfactory rather than good, this is due to the lack of classroom space and computer facilities. Despite the teacher's good efforts, this situation restricts teaching and learning. Children feel secure and happy, and gain in confidence and skills. The outside area is underdeveloped and does not allow the teacher to extend learning outside. The use of assessment is particularly good.
14. Throughout the school, teachers have secure subject knowledge and employ a range of effective teaching strategies. They are experienced practitioners and work well together. They know the pupils well and meet their individual needs effectively. Good planning with sharply focused learning objectives supports pupils' knowledge, understanding and skills. Teaching assistants work closely with class teachers and pupils, and provide direct and invaluable support, enabling pupils to focus well on their learning. As a result of high expectations, pupils achieve equally well. The school's emphasis on good questioning, independent learning and the development of thinking skills is clearly evident in teaching and learning.
15. The learning environment reflects, supports and challenges pupils' learning, helping them to become active learners. Teaching methods lead to a high level of interest from most pupils. Starter activities are used well to capture pupils' interest, and revision at the end of the lesson consolidates new learning. Specific subject vocabulary is reinforced well. Relationships are

very good. Classroom organisation is good but classrooms are very cramped, and often limit ready access to computers and restrict teaching styles, but teachers and pupils cope with this situation very effectively. Homework is used well to consolidate learning. Links between subjects are planned effectively with the exception of the restricted access to and use of ICT. Pupils do not use computers enough in their work.

16. The teaching and learning of pupils with special educational needs has improved considerably since the last inspection. Individual educational plans are specific and detailed, and indicate exactly what pupils need to focus on and how they can achieve their goals. Teachers and teaching assistants are skilled at motivating pupils to do their best and are successful in helping pupils with special educational needs, this reflects the fully inclusive nature of this school.
17. Pupils are well motivated, eager and productive and they rise to the good level of challenge in lessons and to the high expectations of behaviour. Teachers are good at explaining things in different ways and their use of questioning draws well on pupils' existing knowledge and extends it. Pupils speak confidently and are keen to share their views and opinions. They can access resources for themselves and enjoy undertaking independent research. Pupils do not always apply presentation skills to all of their work equally well.
18. Teachers have a good understanding of how pupils are getting on and carefully and closely monitor their progress through formal and informal assessment and marking of work. There is very good use of data to identify and provide for targeted groups. Teachers use this information to set individual targets, involving the pupils in deciding priorities. Very good practices are seen in English, mathematics, science, and in the Foundation Stage, but not yet fully in all of the foundation subjects. If pupils are not making the expected progress, there are discussions with the pupil, the parents and the headteacher to identify supportive action. Marking is regular and pupils are aware of the overall quality of what they have done. Though comments do not always focus on the quality of presentation, they do point out what pupils need to do to improve further.

The curriculum

The curriculum is good, apart from information and communication technology, where legal requirements are not met. Opportunities for extra-curricular provision and for enrichment are very good. The quality and quantity of staffing are good. Resources are satisfactory overall. The very well maintained accommodation is unsatisfactory.

Main strengths and weaknesses

- Provision for ICT is unsatisfactory.
- Classrooms are very cramped, and storage is extremely limited.
- The outside area for the Foundation Stage is underdeveloped.
- Provision for pupils with special educational needs is very good.
- Opportunities for extra-curricular and enrichment activities are very good.

Commentary

19. The curriculum provides a varied learning experience that prepares pupils very well for the next stage of their education. Legal requirements are not met for information and communication technology. Religious education follows the locally agreed syllabus. The school continually reviews the quality of the curriculum to ensure that it meets pupils' needs. The focus on core skills, together with the emphasis on life long learning (including health education, citizenship, physical education, and activity residential visits) has raised standards. Curriculum innovations have been put in place specifically to raise achievement. These are especially successful in developing speaking, listening, reading and mathematical and

scientific investigational skills. Both the literacy and numeracy strategies are firmly in place and are consistently applied

20. Personal, social and health education and citizenship are well established and enhance the curriculum provision. The members of the school council play a key role in representing pupils' views in the decision-making process. The pupils themselves confirmed that all are included in the activities offered. The opportunities given to developing cross-curricular themes are particularly strong. Curriculum planning for the Foundation Stage now takes account of children's particular needs, this is an improvement since the last inspection.
21. The extensive programme of extra-curricular activities offers a wide range of academic, sporting, creative and social opportunities. Over half of the juniors receive instrumental tuition. There is a school orchestra, three choirs, various ensembles and a full range of sporting activities including swimming and athletics.
22. Enrichment opportunities are very good and the curriculum is further enriched through drama and a wide range of educational visits, visitors and workshops, including a residential trip. The school is involved in a range of sporting fixtures, exchange visits and participation in local and national music events. The local environment is used extensively as a resource for teaching and learning.
23. Provision for pupils with English as an additional language and for higher-attaining pupils is good. Additional support is given to targeted pupils throughout the juniors in the form of mathematics and language clubs. Suitable extension tasks and activities are provided within lesson planning for higher-attaining pupils and those who are gifted and talented. The provision for pupils with special educational needs is well planned. Their individual education plans have clear targets that all understand. Children with learning difficulties are taught largely with their peers, but also receive additional support in small groups or individually and this is effective. The co-ordinator's very good management ensures that, where necessary, the pupils receive specific support from outside agencies. Teaching support is allocated to each class and teaching assistants work closely with the class teacher. They provide invaluable support for identified pupils. This is an improvement since the last inspection. As a result, pupils are included in all activities, reflecting the school's strong inclusive character.
24. Staffing levels are sufficient and stable. Staff are well qualified and experienced practitioners. They are strongly committed to the school. Teaching assistants and support staff are well deployed to support pupils and they are highly valued by the school. They attend development courses and are very skilled. They, too, are very committed.
25. Resources are satisfactory overall. Although ICT resources have been updated and increased they are not easily accessible. The very cramped accommodation is a constraint because there is little space for computers to be accessed either within or outside classrooms. Computers are not used sufficiently to support work across the curriculum. The well organised classrooms are very cramped, particularly when pupils are engaged in practical or group activities. Displays are informative and celebrate children's work. Several improvements to the building have been made since the last inspection. The school has been creative in trying to resolve the problem of limited storage space. The accommodation for the Foundation Stage is cramped; plans are in hand to improve the outside area to increase the opportunities for learning. The library is well organised, but the furniture is not appropriate for pupils of all ages, especially the younger ones. The school is set in beautiful surroundings and it is very well maintained. The lack of accommodation has been a barrier to extending provision.

Care, guidance and support

Provision for the care, welfare, health and safety of pupils is good and they receive very good guidance. The school involves pupils through seeking, valuing and acting on their views. Pupils receive their education in a secure, caring and nurturing environment.

Main strengths and weaknesses

- The very good support, advice and guidance for pupils.
- The way the school involves pupils in the school, valuing them and acting on their views, is very good.
- Each pupil has a very good and trusting relationship with adults in the school.
- The very good systems in place help to prevent bullying.
- The good care the school takes of its pupils.
- Two health and safety issues were raised with the school and were being acted upon.

Commentary

26. The school has appropriate child protection procedures in place in line with those of the local authority. All staff, except for those most recently appointed have received in-service training in the procedures, of which they are now well aware. The school has a good working relationship with social services, helped by the headteacher's long tenure; consequently, she is familiar with the department and its personnel.
27. The school takes good care of its pupils. The arrangements for dealing with sickness, injuries and the administration of medication are very good. Any accidents, however minor, are recorded meticulously and all such pupils are given a note to take home. Arrangements for health and safety are good, with regular inspections of the site, and are overseen by the governing body. There has been a very recent audit by the local authority, which was happy with the school's procedures. However, inspectors identified two areas of concern, and brought these to the attention of the headteacher. Action was taken before the end of the inspection.
28. Pupils have very good and trusting relationships with the adults at the school. This is because teachers know the pupils well, consequently, they have very good access to well-informed support, advice and guidance. Staff have a comprehensive understanding of pupils' achievements, academic progress and personal development as they grow up through the school. Teachers track pupils well and where appropriate make notes about them. The procedures are also supported through effective and well-trained classroom assistants and a good chain of support services. Good contact with parents ensures that they are involved in their children's development. Induction from nursery schools is very good, with pre-school visits from the headteacher and the SENCO to the feeder nurseries. Induction takes place year on year to the pupils' next class. By the time pupils arrive in Year 6 they are becoming very confident and mature young people.
29. The school places considerable importance on involving pupils in school decisions. It does this through the school council, which has been developed from year councils. The school also uses questionnaires, and pupils have been able to influence changes. For example, they have been involved with changes in school timings and the range of lunchtime activities available. As a result pupils feel valued and trusted.

Partnership with parents, other schools and the community

The school's links with its parents and the community are very good. The links with other schools and colleges are very good; the transfer arrangements for pupils moving to secondary school are excellent.

Main strengths and weaknesses

- Parents have very positive views of the school.
- The school involves parents in its work very well.
- The information provided for parents is very good.

- The many links with the local and wider community and with other schools are close and beneficial.
- The preparation of pupils for moving to secondary school is excellent.
- Not all annual reports give clear targets for pupils in all subjects.

Commentary

30. Overall, the school's links with its parents are very good. Parents' views of the school are very positive, and this was clearly demonstrated by the answers to the pre-inspection questionnaire and at meetings with parents. They see the school as very open, and value the fact that it is easy to see the class teacher or the headteacher, without necessarily having to have an appointment. Information provided by the school is very good. Pupils' annual reports are very clear and show how well a pupil has achieved, although not all give precise targets for future learning. All parents normally attend parent evenings, enabling them to keep up to date with their children's progress.
31. Parents make a very positive contribution to learning both at school and at home. A number of parents come into school to help in the classroom or with school activities and one regularly helps in the library. They help at home by signing pupils' homework and the older pupils have contact books, which parents also sign. Parents give good support through the Parents' Association, who regularly raise between £8,000 and £10,000 a year for extra resources. Curriculum evenings are well supported. The school involves parents through seeking their views regularly and taking these into account. It does this by issuing questionnaires and through focus groups. One parent was particularly complimentary about the speed with which the school took up and dealt with a complaint about bullying.
32. The school has very good links with the local and wider community. Among the links are those with the local police, who visit the school regularly and help with PSHE lessons. Pupils visit the elderly people in the nearby sheltered housing at Harvest Festival and entertain them at Christmas. Recently the school choir performed at a 100th birthday celebration. Many community links come through the school choir, which takes part, usually successfully, in area festivals and competitions. The school draws on the local environment and local people for PHSE, geography and history. They also take part in Young Enterprise and the Business Partnership. The wide range of visits also enriches the curriculum. The many links make a positive impact on pupils' learning.
33. The links with other schools are very good. Many links come with music events, such as the Bromley School Prom and the Blue Peter Prom. The school has many sporting links, for example, the swimming gala, netball, football and cricket inter-school matches. Other primary school links come about through the school's involvement in the cluster of similar schools. Links with local secondary schools help to enrich the pupils' education for example, through peer mentoring. The school also welcomes pupils on work experience from secondary schools. The mechanisms for transfer to secondary school are excellent, for a number of reasons. The close links with the school, to which most pupils move on, ensure that the transition process starts in the previous autumn when some individual teachers from Year 7 come in to take lessons for Year 6 pupils. A particularly good feature comes during the summer term when pupils in Year 6 are given extra homework for one and a half hours a day to help them prepare for the amount of homework they will be receiving at secondary school. The school is supporting two local secondary schools in their bids for specialist status.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Governors are properly concerned with major issues affecting the school. The National Curriculum for ICT is not fully implemented, so governance in this one respect is unsatisfactory. The overall leadership of key staff is good. Management is effective.

Main strengths and weaknesses

- The headteacher is a good leader and manager and has created a successful and committed team.
- The use of and access to ICT is underdeveloped.
- The school's commitment to inclusion, promotion of equality and concern for the needs of individuals are all very good.
- Information is used very well to track and improve pupils' performance.
- The performance management of all staff is efficiently managed and closely matched to school priorities.
- Financial management and day-to-day administration are good.

Commentary

34. The members of the governing body are directly involved in the work of the school and its policies. They have a good knowledge of the strengths and weaknesses of the school and direct its attention to well planned strategic development. Governors are proactive and have given very good support to the headteacher, particularly in her sustained efforts to improve the provision of ICT within the school, as well as focusing on efforts to improve the quality of teaching, raise pupils' achievement and make improvements to the school site. The school has had ambitious plans for the development of ICT but these have been curtailed by building constraints and financial developments beyond its control. The governing body has taken all reasonable steps to ensure compliance. They are currently adapting their ideas and plans to suit changing circumstances. Currently pupils are not receiving their entitlement for ICT, nor are they developing skills appropriately; in this one respect governance is unsatisfactory.
35. The headteacher has excellent relationships with, and is highly respected by, the school community. With the staff she makes unremitting efforts to ensure that all pupils do as well as they possibly can. She works closely with staff, governors and parents to achieve the school's priorities. These priorities are identified through a rigorous system of audit and review, with detailed and effective action planning.
36. The headteacher and other teachers have created teams that work most effectively together. The senior managers, and the SENCO are all clear about their delegated responsibilities, and with all staff, share a clear determination to succeed. These are improvements since the last inspection. All staff, including support staff, feel valued, are encouraged to develop professionally, and are confident to bring forward ideas for improvement. Performance management is very effective. Performance targets are focused on school improvement and this helps to ensure that priorities are addressed cohesively. Satisfactory improvement has been made since the last inspection and the school continues to improve and has many strengths.
37. Leadership of subject areas and of the Foundation Stage is good overall. Staff provide and share expertise with colleagues. The monitoring of performance in subjects is more advanced in English, mathematics, and science and in the Foundation Stage than elsewhere. Very good and manageable systems are in place to track and monitor pupils' progress. Effective policies are in place and they are consistently applied. Good procedures and processes are kept under regular review.
38. The school demonstrates educational inclusion for all pupils and adults. There is good knowledge of individual pupils and targeted groups with good strategies for addressing any identified need. The management of special educational needs is very good, showing that the governors' investment in this post has been effective. Although in post only a short time, the SENCO has established effective procedures for the early identification of pupils who need support and effective systems for day-to-day communication. Support staff are most effectively deployed and their performance justifies the increased spending that their numbers demand.

39. Financial control and administration are efficient. Funding sources are carefully identified and earmarked to support educational priorities and development initiatives. Good procedures and systems are in place to monitor and control the budget effectively. Best value for purchases is clearly understood. Overall, the school provides good value for money because it offers pupils good support and guidance and a good education and, as a result, they achieve very well.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	575,680
Total expenditure	578,712
Expenditure per pupil	2,879.16

Balances (£)	
Balance from previous year	-3,032
Balance carried forward to the next	34,374

More up-to-date figures are not yet available.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Commentary

40. Reception age children start school when they are four years of age. They start, on a full time basis, in either September or January. Attainment on entry to school is in line with that expected nationally. Children make very good progress in language, mathematics, social and emotional development and in aspects of knowledge and understanding of the world. By the end of the year their knowledge and skills in these areas are above expected levels. Many children are beginning to work within the National Curriculum. They are securely on course to reach the Early Learning Goals in the other areas of learning, that is, creative and physical development.
41. Teaching is good overall, thus maintaining the good standard noted during the last inspection. There have, however, been several improvements since then. Planning now takes good account of children's particular needs. This minor issue has been addressed well. There are good opportunities for 'free writing' and for using sand and water to help children to learn to work together, increase their communication skills and develop their scientific and mathematical ideas. Strengths in teaching are the teacher's very good relationships with the children, which give them the confidence to try to do their best. Also the very good teamwork, between the teacher and teaching assistant ensures that all pupils are included and experience the broad, relevant curriculum offered. The children's skills are noted regularly and used to plan future work. Assessment is detailed and comprehensive and thus children with special educational needs are identified early. Parents are kept well informed and are given good guidance as to how they can help their children at home. Teaching is occasionally satisfactory rather than good. This is due to the lack of classroom space and computer facilities, which, despite the teacher's good efforts restricts his ability to include all and ensure that all children are participating and making good progress. There is one small computer among 27 children, it is difficult for all to see the screen and it takes a long time for all to print off their work. Also, the outside area is underdeveloped and does not allow the teacher to free the classroom and extend learning outside. However, this problem is currently being addressed. Leadership and management are good overall. The accommodation and resourcing problems are overcome well, and a broad curriculum, which generally meets the children's needs is provided.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Teaching is good both by the teacher and teaching assistant.
- The cramped classroom has too little space to develop a stimulating 'role play' area.
- Children are interested, excited and motivated to learn.

Commentary

42. Good teaching ensures that children achieve well in this area. Children work well together, share and take turns. The teacher's and teaching assistant supportive yet challenging approach ensures that they do well. As a result, many children continue to be interested, excited and motivated to learn. They maintain concentration and happily try new activities and are confident to speak in a group. Staff establish good, trusting relationships, set clear guidelines for behaviour and give children many opportunities to work in groups and to work

independently. They set a very good example of politeness and care. Children are trusted and expected to work well together, to keep themselves busy with a variety of tempting activities and to keep their classroom tidy. The one area of weakness is the cramped classroom which gives too little space to develop a stimulating 'role play' area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good relationships and organisation ensure that early reading and writing skills are very well developed.
- The teacher makes best use of limited space but the role play area is still not well developed to encourage imagination.
- Good information for parents helps them help their children to learn.

Commentary

43. Teaching is good because the teacher places a high priority upon developing this area of learning. Thus most children make good and sometimes very good progress and have above expected skills by the end of the Reception year. Staff encourage all children to talk and listen to each other. As a result, many children talk about stories and their experiences in several sentences. However, the role play area is still not well developed to encourage imagination. This is due to lack of space. Reading is well developed through frequent and regular opportunities to read in class and very good guidance is given to parents for reading homework. Children are given good guidance about sounds in words, or 'phonics.' This is made fun. When learning the 'g' sound the teacher calls himself 'Mr Goldfish.' The teacher challenges children to go further and learn blends such as 'sh'. Good support materials displayed around the room, result in children recognising the one word which does not have a vowel, 'my'. High standards are expected in the quality of writing. The teaching assistant leads regular handwriting lessons very well. This results in letters being formed very well. The sharing of a good variety of stories means that several children make very good progress. Some can write two sentences independently.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good, with a high priority placed upon practical activities.
- More able children are challenged well

Commentary

44. Most children are likely to reach standards which are above expectations by the end of the year. Teaching is good, with a high priority placed upon practical activities linked with several areas of the curriculum. For instance, the nursery rhyme 'Five little ducks' was used effectively to show the connection between addition and subtraction. Through creative activities the children work with a variety of shapes and learn to describe them and note their differences. Due to the teacher's good knowledge of the children they are extended well: the teacher showed delight when one child ordered numbers to 25. This success was shared with the whole class so that all could benefit. More able children are challenged well and are beginning to work with negative numbers, for instance when trying to arrive at ten one child suggested 11 minus one.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **satisfactory**.

Main strengths and weaknesses

- The teacher provides a good range of exciting and interesting activities.
- The use of computers is restricted, because the teacher does not have sufficient resources available.

Commentary

45. The teacher provides a good range of exciting and interesting activities for pupils to experience the world about them, and in many areas they reach above average standards. They grow mustard seed and monitor growth with and without water. They measure and record their results neatly. They undertake floating and sinking experiments and make a simple electrical circuit. This knowledge is used to make fans and an illuminated picture. They make maps of the classroom. However, the use of computers is restricted, because the teacher does not have sufficient resources available. The children use the mouse with confidence but few choose this activity because the one computer is hidden away and there is little teacher intervention except in whole class sessions when not all children can see the screen.

PHYSICAL DEVELOPMENT

46. This area was sampled. It is not possible therefore to make secure judgements about teaching and learning. The teacher provides a wide range of opportunities to develop skills through use of pens, pencils, paintbrushes and scissors. Consequently, children use these implements effectively as they write neatly. They use scissors well. They use the hall effectively for developing team games in preparation for 'Sports Day'. Their use of space is good, as is their teamwork but their skipping skills are as expected. Children are only given one opportunity each week to use bikes and wheeled toys and this is only during fine weather. From the evidence seen children are likely to reach the Early Learning Goals in this area.

CREATIVE DEVELOPMENT

47. This area was similarly sampled and again secure judgements can not be made about teaching and learning. However, from the evidence seen children are likely to achieve the Early Learning Goals in creative development. Children sing a range of familiar rhymes and songs and respond well to their teacher's good example of pitching voice higher and lower. Generally they sing in time and in tune due to their teacher's good lead. Displays show suitable painting and drawing skills with children mixing primary colours to paint pictures of giraffes. Children are not inclined to play in the 'role play area', which is currently a 'Pet Shop', because it is tucked away in a corner and is under-resourced.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Attainment in national tests in recent years has been well above average overall.
- Standards in speaking and listening and in reading are well above average in all year groups.
- Attainment in writing has improved because of a focus in teaching, but handwriting and presentation are often weaker in other subjects than in English.
- Teaching and learning are good and lead to good achievement.

- Year 6 pupils have made very good progress in relation to their standards when they were aged seven.
- Pupils do not use ICT enough in their work and do not come to understand that computers are an everyday tool for use in the curriculum.

Commentary

48. Pupils' standards in recent years in national reading and writing tests for seven-year-olds have been well above average. In 2003, reading standards were comparable with those of pupils in similar schools, but attainment in writing was better than that. In comparison with their standards when these children entered school, pupils achieved as expected at the age of seven in reading and better than expected in writing. In the 2003 national tests for eleven-year-olds, pupils also reached standards which were well above average in English overall in recent years. In 2003, results showed very good attainment compared with pupils in similar schools. They achieved much better standards than might have been expected given the results of national tests when these pupils were seven. Standards were about the same as pupils' performance in mathematics and better than that in science. There has been less difference between the performance of boys and girls in English than is usual nationally, with more pupils achieving higher levels.
49. When they enter Year 1, pupils' standards are already above average in their understanding and use of language. By the end of Year 2, current pupils' performance is well above average. They have achieved well in all aspects of English during these two years. Pupils' speaking and listening skills are particular strengths, as is their reading. These skills support learning in other subjects of the curriculum very well. Writing is good, particularly when they do English work, but some aspects of handwriting and presentation are not consistently good in work in other subjects.
50. By the time they enter Year 3, most pupils enjoy English, with boys and girls taking pleasure in reading and well able to employ language articulately when they talk. They listen attentively and actively when other people, adults and other pupils, are speaking. By Year 6, standards are currently well above average across the range of pupils' English skills and knowledge. This represents very good achievement for this particular year group, whose standards were significantly weaker than those of pupils in subsequent years at the age of seven. Although the technicalities of pupils' writing develop well in English, pupils do not always write so well in other subjects as they get older. For example, script is cursive and joined in their English books, but not consistently so in all subjects. Presentation of written work is often much weaker than the content. By Year 6, higher-attaining pupils' writing in different styles is well above average. It is often lengthy, with pupils using an extensive range of vocabulary and complex sentence structures. Lower-attaining pupils, including those with special educational needs, write less well, but their achievement is now good given their underlying difficulties. Other English skills are also consistently well above average overall in Years 3 to 6. Pupils' good competences in speaking and listening are retained and reading shows pupils of all abilities using an expressive range of intonation when they read aloud. Very few pupils in the current Year 6 are now below average in reading or in speaking and listening. Year 6 pupils with special educational needs have made similar very good progress to their peers, as have the minority of pupils for whom English is an additional language. Elsewhere in Years 3 to 5, pupils make good progress in all aspects of English, based on their pre-existing high standards.
51. Teaching and learning are good across the school. Year 6 pupils have learned very well indeed in the last four years, making very good progress to pull up their standards to the current high levels. All other years are also achieving well because of the strong profile of teaching in this subject. Teachers' knowledge and understanding of the national literacy strategy have been consolidated well since the last inspection report. They plan and use literacy hours effectively, constructing lessons flexibly to allow maximum opportunities for pupils of all abilities to consolidate learning at their own pace. Learning support assistants are

used very well to help pupils, particularly lower attainers or slower workers. Class management is very good, with high expectations of behaviour, so the atmosphere for learning is calm and purposeful. Very cramped classrooms, too small for the numbers of pupils, restrict teaching styles, but teachers and pupils all cope very effectively, so as not to detract from learning opportunities more than necessary. In lessons, objectives are clear and work is planned effectively offering good levels of challenge for pupils of different abilities.

52. Pupils themselves contribute very well to their learning through their positive attitudes and responses. Relationships between pupils are very good, as they are with staff. Boys and girls talk to each other respectfully in the many opportunities teachers give them for interactive conversation, listening politely while others speak. Pair and group work is productive and harmonious, for example when pairs of pupils in Year 4 wrote poems together using couplets, or when Year 6 were exploring their current class fiction story through drama. When they work alone, pupils concentrate very well, trying hard to spell 'question words' correctly in Year 2, or to achieve well-formatted formal letters of protest about an environmental issue in a Year 5 English lesson. Pupils do not use computers enough in their work: there are very few instances in pupils' books where ICT is used for any purpose. Occasionally, where pupils are seen working on computers, their skills are below average, for example, in their keyboarding competences.
53. Assessment in English is good. Records of pupils' skills development track progress across the school and teachers accurately assess pupils' National Curriculum levels. They then create appropriately challenging targets to help pupils to reach the next stages of learning. Older pupils understand these well and can explain what they need to do to improve. Teachers mark work well against the lessons' objectives, or pupils' individual targets, but do not always focus on common grammatical mistakes. To improve the standards of writing in other subjects to match that in English, more focus on the technical aspects of pupils' handwriting and presentation would be useful.
54. There has been good improvement in English since the last report, especially in Years 1 and 2. Here, the quality of teaching has improved and standards have risen. Achievement has improved in these years. A wider range of activities in lessons has led to a better quality of experience in English overall. The school has invested a great deal of time and expertise in improving writing across the years and this is leading to higher standards in this aspect. The temporary co-ordinator of English is successfully building on the good practice of her predecessor, who left good systems and procedures in place. The school library has been re-organised recently so most books are up-to-date and pupils use the facility appropriately for research and for borrowing. More improvements are planned, because the furniture is not all appropriate for pupils' ages, especially younger ones. The space currently provides a pleasant, quiet place for pupils to browse. Classes have enough additional books for the numbers and interests of pupils.

Language and literacy across the curriculum

55. Pupils' generally high standards in speaking and listening and in reading support their learning of other subjects well. Pupils undertake research and put forward their informed views; in geography, Year 4 pupils argued in favour of and against hotels being built on a quiet beach in St Lucia. In history, Year 4 pupils researched and recorded their findings about what the Romans left behind. Although the content of written work in other subjects is often good, the appearance of many pupils' work does not always match this standard. They need to be reminded of the importance of paying consistent attention to their handwriting and to the neatness of presentation in all subjects.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- High standards in oral and mental mathematics.
- Very good leadership and management.
- The use of information and communication technology in mathematics is under developed.
- Pupils' attitudes and their behaviour in lessons are very good.
- Provision for pupils with special educational needs is very good.
- Very good assessment procedures are used well to challenge pupils and improve standards.
- Pupils' written work is not as well presented as it could be.

Commentary

56. Standards in mathematics are well above average at the end of Year 2 and above average at the end of Year 6. This marks a considerable improvement since the last inspection report at the end of Year 2. Standards have fluctuated at the end of Year 6 since the last inspection. The results of national tests have varied over time with differing groups of pupils, and standards in mathematics of the current Year 6 show considerable improvement since their tests at the end of Year 2. Throughout the school, teachers and classroom assistants support pupils with special educational needs very well. As a result, they make very good progress in line with their abilities. Teachers ensure that all pupils are fully included in lessons and that there is no significant difference in the attainment of boys and girls.
57. Half of the teaching seen was good or very good; the remainder was satisfactory. Teachers have a good understanding of mathematics and a high level of awareness of the importance of mental and oral mathematics. As a result, this aspect of mathematics is very good throughout the school and pupils' mental agility, reasoning and thinking skills are very well developed. This makes a very positive contribution to the high standards in all areas of mathematics throughout the school. Literacy skills are very well supported by an emphasis on correct mathematical vocabulary and the very good development of speaking and listening skills as pupils explain their mathematical thinking very well. Teachers establish very good relationships with their classes. As a result, there is a very good working atmosphere in lessons, and pupils are keen to learn, work very well together and show an obvious enjoyment of mathematics. Behaviour in mathematics lessons is very good. Work in all areas of the mathematics curriculum is planned well. Teachers ensure that work is relevant and appropriate for pupils of all ability groups in their class. Pupils are challenged and interested in their work and, as a result, they make good and sometimes very good progress. Unfortunately, the very high level of mental and oral work in mathematics is not reflected in the written work in pupils' books. These are often untidy and this frequently obscures the good reasoning behind the work. The school is aware that presentation is not as good as it could be, and has plans to address this minor problem in the future. The use of information and communication technology in mathematics is under-developed but the school has plans to improve this area of the curriculum in the near future.
58. There are very good systems to record and assess pupils' progress in mathematics. These are used very well to track pupils' progress and to identify any problems that arise, quickly and clearly. Efficient and rapid action is taken when any pupil appears to need additional help, by providing good booster classes. Higher-attaining pupils are also identified and given appropriate opportunities to work at a higher level. Although no formal systems exist, interaction between pupils and teachers during lessons ensures that pupils do have an awareness of how they are performing and how to improve their work in mathematics. The mathematics club is very popular with pupils and parents alike.

59. The co-ordination of mathematics is very good. The co-ordinator is very enthusiastic, with a clear vision and high aspirations for the standards of mathematics in the school. She provides very good support and leadership for the staff and is a very good role model for the skilful teaching of mathematics.

Mathematics across the curriculum

60. Mathematics is used well across the curriculum. For example, when measuring and drawing graphs in science, time lines and measuring artefacts in history, measuring in design and technology and pattern-making in art.

SCIENCE

Provision for science is **very good**.

Main strengths and weaknesses

- Standards are well above average.
- Pupils' experimental skills are developed very well.
- Teaching is good, with an emphasis on challenging pupils to think and to plan experiments.
- Pupils' written work does not always reflect their knowledge and skills.

Commentary

61. Standards in Year 2 and 6 are well above the national average. These high standards have been maintained since the last inspection and reflect the results of 2003 national tests. Pupils achieve well. In Year 2 they have a very good understanding of a 'fair test.' They suggest that an experiment should be repeated and, if results vary greatly, it should be checked by repeating it again. Year 6 pupils are proud that they plan experiments and make presentations to the class to show what they have done and why they have come to their conclusions. They use a very good range of equipment safely such as Bunsen burners and flasks but ICT skills are rarely used.
62. Overall the quality of teaching is good. Only two lessons were observed, both in the Infant section of the school, Years 1 and 2. Samples of pupils' work and discussions with the oldest pupils show that the quality of teaching and learning is good overall. Sometimes it is very good throughout the school when pupils are very well motivated by the topics chosen and the questions asked by the teachers and the teaching assistants. This is a good improvement since the last inspection, when teaching was satisfactory overall and sometimes very good for the older pupils. Teaching for the younger pupils has particularly improved. In discussion, Year 6 pupils show that they are very enthusiastic about this subject. Teachers are enthusiastic and convey this to their pupils. Pupils delight in planning their own experiments after being given a good model by their teacher and are clear that they make judgements with reference to their predictions and evaluations of test results. A major strength of teaching is the high profile given to practical and investigative work. Teachers challenge pupils to think for themselves and to work together to test their first thoughts. Good use is made of the well-developed school grounds to help pupils observe and note changes. Boys in Year 2 are particularly good at developing ideas and testing them. However, the very high level of mental and oral work is not always represented in the quality of written work.
63. Leadership and management are very good. High standards have been maintained because of the co-ordinator's confidence and ability to influence others. Good curriculum innovation results in pupils being able to study aspects in depth for instance, the majority of physical science in Year 5. This aspect is revisited briefly in Year 6 to refresh pupils' very good understanding of the sun, moon, stars, shadows and electricity. Overall, the co-ordinators priority of developing the experimental aspect of science has influenced and improved all areas of this subject. The subject improvement plan is effective.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory**. This reflects the position at the time of the last inspection.

Main strengths and weaknesses

- Standards are below average.
- Pupils' skills, knowledge and understanding in information and communication technology are not being developed sequentially.
- The computers are not organised so that they can be used sufficiently or efficiently.
- Computers are not used sufficiently to support work across the curriculum.

Commentary

64. Pupils' skills, knowledge and understanding in information and communication technology are below average throughout the school and the curriculum in this subject is not meeting statutory requirements. There was no evidence to make a judgement about the attainment or achievement of pupils with special educational needs. Very little direct teaching in information and communication technology was seen during the inspection. Teachers plan work in information and communication technology to include all other areas of the curriculum. Pupils have insufficient access to the computers for the planning to be carried out thoroughly and this has an adverse impact on their achievement. There was little evidence of current pupils' work in information and communication technology. Talking to them it appears that their opportunities to access the computers are patchy; some pupils have had no opportunities to use information and communication technology during this school year. Since this reflects the position described in the last inspection report, implementing the planning and monitoring pupil's attainment and progress in information and communication technology are a matter of some urgency.
65. The school has adopted a commercial scheme of work but the limited evidence available indicates a very limited range of work at a below average standards. Pupils at the end of Year 2 use programmable toys, they can change the fonts used when writing and have used a CD-ROM to find information about famous people. Pupils at the end of Year 6 email pen-pals and complete a branching database. Some have drawn graphs for science and some remember using control mechanisms to make traffic lights work. However, there was little evidence of ICT being used systematically to support work in literacy or numeracy. Very little work in information and communication technology was on display.
66. Since the last inspection teachers have undergone training in information and communication technology with enthusiasm. They are keen to employ their skills effectively. However, there was little evidence of computers being used as part of pupils' everyday learning experiences during the inspection. The very cramped accommodation is a constraint because there is little space for computers to be accessed easily either within or outside classrooms. The school has had ambitious plans for the development of information and communication technology, but these plans have been curtailed by building and financial constraints beyond staff's control. They are attempting to adapt their ideas and plans to suit their circumstances but meanwhile pupils are not receiving the curriculum to which they are entitled, or developing the necessary information and communication technology skills sequentially as they progress through the school. There is an urgent need for the reorganisation of the computers so that they can be used efficiently and accessed consistently by pupils in all classes throughout the school day.

Information and communication technology across the curriculum

67. Few computers and no programmable toys were in use during the inspection. Some small groups of pupils have limited opportunities to use computers for investigations and at play

times and in school clubs. However, an analysis of pupils' work and discussion with them indicate that there are insufficient opportunities for pupils to access computers automatically to support their work throughout the school day.

HUMANITIES

Judgements for geography and history are based on work sampling and other evidence available. Part of two geography lessons were seen, and no history lessons were seen. The scrutiny of work and evidence of teachers' planning and discussions with pupils also support the judgements that follow.

68. Provision for **geography** is good. Evidence from teachers' planning and pupils' work indicates that statutory requirements are met. There was limited evidence during the inspection to make a secure judgement about pupils' standards, their achievements or the quality of teaching and learning. However, the work in pupils' books and the short observations of lessons indicate that standards are likely to be above average with good progress in the acquisition of geographical skills, knowledge and understanding. Teachers are clearly knowledgeable and use this to interest and enthuse their pupils. Good use is made of pupils' holidays to reinforce geographical knowledge such as linking capitals to countries. Geography makes a good contribution to pupils' social and cultural development when they compare their lives with those of children in other countries.
69. Provision for **history** is satisfactory. There was insufficient evidence during the inspection to make a secure judgement about pupils' standards, their achievements or the quality of teaching and learning. Evidence from teacher's planning and pupils' work indicates that statutory requirements are met and that standards are likely to be at least in line with expectations. Pupils at the end of Year 2 are interested in their work and enjoy searching for evidence about the Fire of London. Their skills, knowledge and understanding are challenged well and they use literacy skills very well to discuss historical themes.

Religious education

Provision in religious education is at least **satisfactory**.

Main strengths and weaknesses

- Visits to different places of worship enrich learning in religious education.
- Religious education makes a good contribution to pupils' personal development.

Commentary

70. Only one religious education lesson could be observed during inspection, but teachers' planning, displays and pupils work seen shows that pupils' standards match the expectations for their ages. The local education authority is currently altering the locally agreed syllabus so pupils are working with lesson plans, which reflect aspects of the new draft, the previous syllabus and elements of the school's prior practice. These cover an appropriate range of topics in Years 1 and 2, with pupils gaining suitable knowledge of 'special' themes such as festival times, symbolic clothing, special places such as churches, and special books. These ideas are reinforced well through good assemblies and are often reflected in other areas of the curriculum such as art or literature. Much of pupils' knowledge and understanding comes through listening and discussion in these years, with pupils' generally above-average competence in these skills greatly aiding their comprehension. Achievement is satisfactory to Year 2.
71. Pupils are mature enough to move into studies of particular faiths after Year 3 and understand the basics of Christianity and Judaism by Year 6. The Year 6 lesson seen saw pupils moving on to study Hinduism after an interruption because of intensive study in other subjects. Here

standards were as expected for pupils' age. Writing showed pupils averagely well able to compare beliefs and practice amongst Hindus with what they know about Christianity. Discussion between pupils as they worked showed their knowledge and understanding to be sound and oral skills good. Able pupils in the group can think of sensible questions about the meanings of symbols in pictures and artefacts they were drawing. Many generated suitable questions about why Hindu gods are represented with four arms, or why their colouring is often green or blue. Pupils will then use these questions as the basis for research in later lessons. Less able pupils worked more slowly but could ask these questions orally, though finding more difficulty in writing them down quickly.

72. Teaching and learning are satisfactory across the school. Teachers' understanding of the chosen faiths is secure and they provide sensibly planned lessons pitched properly to pupils' levels of maturity and understanding. Learning is supported by above-average standards in speaking and listening and by good reading. All these enable pupils of all abilities to understand and discuss meaning, when, for example, teachers present texts used in different religions, and to find out what they need to know when teachers ask them to research ideas. Teachers ensure that the continuity and progression in pupils' learning keep pace with the levels of abstract understanding as children mature.
73. Subject co-ordination remains secure, as at the time of the last inspection report. Monitoring of work takes the form of periodic book checks and informal discussion with staff. No opportunity has been provided to observe teaching in the subject. Assessment in religious education was an issue at the time of the last report and continues to be developed. It is currently on hold awaiting the changes to the locally agreed syllabus mentioned above, which is still in draft. Once this is fully in place, assessment of pupils' levels of attainment in the subject should be implemented quickly. This will involve some staff training about how to assess levels securely.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In creative, aesthetic, practical and physical subjects, work was sampled in art and design, design and technology, music and physical education. One lesson was seen in art and design and parts of lessons were sampled in music, design and technology, and in physical education. The scrutiny of work and evidence of teachers' planning support the judgements that follow.

Art and design

74. Work was sampled and one lesson was seen. There is every indication that standards meet national expectations, and achievement is at least satisfactory throughout the school. This reflects the judgements made at the time of the last inspection. Work displayed indicates that pupils experience a range of media to increase their skills and techniques. Teaching and learning are satisfactory. Pupils are aware of the work of other artists and of art from different cultural traditions. In the lesson observed in Year 3, pupils selected different fabrics and paper to weave a decorative container; they developed skills and techniques appropriately. Pupils in Year 1 learn how to explore basic printing techniques when looking at patterns in buildings. Year 2 pupils make small sculptures influenced by the sculptor, Henry Moore. Year 4 pupils make small coil pots informed by their knowledge of Anglo Saxon pottery. Year 6 pupils explore colour mixing when painting land and seascapes. Pupils have also taken digital photographs, and work sampling confirms that pupils experience a varied curriculum in art and design.

Design and technology

75. Only two design and technology (DT) lessons could be observed during the inspection, in Year 3 and Year 6. Standards are average for pupils' ages throughout. Year 6 have done little work in the subject so far this year, but are just embarking on a project about fairground rides, using some of the principles of mechanics. Year 3 were investigating and evaluating the properties of commercially available sandwiches, defining and explaining the appearance, texture, smell,

taste and so on of different breads and fillings. Their skills are average in the aspects of these tasks, but most pupils' underlying strong literacy and oral skills enable them to write and talk about ideas very effectively.

76. Teaching and learning are satisfactory. The range of the curriculum covers the recommended aspects, so pupils get an appropriately balanced range of experience in different media and materials across the years. Design and technology and art are often suitably linked together, particularly when pupils are younger. Computer-controlled equipment is available and pupils use this appropriately to understand how ICT can be used in this context. Pupils learn about the elements of design, making and evaluation properly, with some lessons for example, in Year 1, focusing mainly on the evaluation aspects of the subject.

Music

77. Judgements for music are based on lesson sampling, singing in two assemblies, and playing in a recorders club. Evidence indicates that standards are above national expectations. Pupils' achievement is very good. In Year 2, pupils explored pitch when singing familiar songs. They could sing a melody with increasing control and understood how to make different sounds using their voices and bodies. They recognised the instruments played when listening to a pre-recording of 'prehistoric animal brigade'. Year 4 pupils developed musical signals and performed rhythmic patterns. Pupils tried to super-impose their own rhythms to the background of taped Balinese music. By the end of the lesson all were able to change volume on signal and clap a variety of rhythms. Year 5 pupils explored sound sources when playing a range of different instruments and a laptop computer. They successfully developed this theme to produce sounds including their voices for an outer space composition.
78. In assemblies, pupils enjoy the opportunity to sing and perform. Curriculum planning indicates that pupils build on their previous experience. Music is very popular amongst the pupils and there are several extra-curricular clubs that they can join. More than half of the pupils in the school receive instrumental tuition and music has a high profile. The school has three successful choirs, an orchestra and various ensemble groups.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards in physical education across the school are above average.
- Teaching and learning are good.
- Pupils of all abilities, including those with talent and some who otherwise learn less quickly, do well in physical education.

Commentary

79. Standards in physical education across the school are above average in the range of activities within the curriculum. In Year 1, for example, in a lesson linked well to pupils' studies in English, their movements were good as they emulated walking like the monkeys in an African story. Pupils are generally nimble and light and they can interpret movement well from the rhythms and words they hear. By Years 3 and 4, skills in sports such as cricket are above average because pupils have the benefit of coaching by a specialist, so batting, bowling and fielding skills are better than expected. Pupils' attitudes are very good; they are also good at being supportive observers, showing good levels of sportsmanship and responding very positively to others' good playing skills. Although some less agile pupils in these years have difficulty co-ordinating over-arm throwing, most are making rapid progress in this and other skills. There are more pupils than usual who are already above average in cricket in Year 4. The after-school cricket club enables pupils to continue to hone these skills in Years 5 and 6.

Pupils have swimming lessons in Years 4, and 5 with most pupils currently in Year 4, and all in Year 5, able to swim 25 metres. Standards in country dancing in Year 5 are also above average, with the majority of pupils achieving well in remembering sequences and patterns of steps and movements. Some of pupils' activities in Year 6 relate to 'fitness challenges', where standards are good. This activity also provides pupils with very good opportunities to set themselves individual challenges and to monitor their progress towards achieving them. This is good, planned provision for their personal development and pupils rise to these challenges very effectively. Pupils of all abilities, including those with talent and some who otherwise learn less quickly, do well in physical education and achieve better standards overall than expected for their ages.

80. Teaching and learning are good. In addition to lessons from their own teachers, pupils also benefit from specialist coaching in sports other than cricket for example, in netball, again adding to the range of sports they experience. Teachers make good links to other subjects where appropriate, making learning more meaningful because it is contextualised by other things they know about. Teachers and coaches make good role models for pupils, enjoying good relationships with them. Warm-ups and cool-downs are standard practice that pupils understand. They try hard in lessons and succeed well, obeying teachers' instructions, particularly about health and safety issues, which are explained to them.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, social, health and citizenship education (PSHCE)

81. One good lesson was seen in PSHCE-circle time. Pupils focused on working together as a team. Through various games and role-play they were able to explore friendship and trust, word associations and the bond of friendship. Inspectors also interviewed pupils about their involvement in the school council. There was insufficient evidence during the inspection to form a secure judgement about pupils' standards, their achievement or the quality of teaching and learning. Evidence from pupils' work, teachers' planning and discussions with pupils suggests that provision is at least good.
82. Pupils' PSHCE has a high profile across the school and in subjects. Role-play, circle time and the citizenship curriculum have all contributed to the awareness of each other's values and beliefs. An excellent programme is in place and this has the positive effect of promoting responsibility in pupils and stimulating an interest in caring for each other. It also helps support pupils in their own health, safety and care. A range of planned topics and themes to stimulate awareness and discussion are covered, ranging from drug abuse, disease, environmental issues and the police to community service. Drama is used well to enable pupils in different situations, to make links with other subjects. Year 6 pupils, for example, used drama to explore issues of bullies, bullying and the emotional factors involved, when studying 'Bridge to Terabithia' in English.
83. The school council provides an excellent forum for pupils to express their views. The role of the school council has also increased pupils' involvement in the life of the school. Real issues are discussed and it is well regarded by parents and teachers. The PSHCE co-ordinator works hard to develop pupils' awareness and appreciation of their own and others' cultural traditions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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