

INSPECTION REPORT

HAWES DOWN JUNIOR SCHOOL

West Wickham

LEA area: London Borough of Bromley

Unique reference number: 101590

Headteacher: Mr J Pritchard

Lead inspector: Mr Christopher Gray

Dates of inspection: 7 – 9 June 2004

Inspection number: 256362

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Foundation
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	260
School address:	The Mead West Wickham Kent
Postcode:	BR4 0BA
Telephone number:	020 8777 4174
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Black
Date of previous inspection:	27 May 2002

CHARACTERISTICS OF THE SCHOOL

The school is situated in the London Borough of Bromley, in the extreme south-east of London, and is much the same size as other schools of its type. Nearly all pupils transfer from the infant school that shares the same site and most have attainment levels that are above the national average when they join. The school has a Special Opportunities Unit that currently caters for 10 pupils with moderate learning difficulties.

Most pupils come from homes whose socio-economic circumstances are more favourable than average. The proportion of pupils entitled to receive a free school meal is below average. The proportion of pupils on the special educational needs register is average but the proportion with statements is much higher than average because all the pupils in the Unit have a statement. Pupils' needs include specific, severe and moderate learning difficulties, social, emotional and behavioural problems, visual impairment and autism. The percentage of pupils from ethnic minorities (12 per cent) is higher than found in most schools nationally, though lower than in most London schools. No pupil is at the early stages of learning English.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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23054	Graham Johnson	Team inspector	English Art Design and technology Physical education
32574	John Hobden	Team inspector	English as an additional language Science Information and communication technology Geography
19827	Mary Henderson	Team inspector	Special educational needs History Religious education Special Opportunities Unit

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which gives good value for money. Pupils achieve well overall and standards are well above average by Year 6. The quality of teaching is good. The overall effectiveness of management is good.

The school's main strengths and weaknesses are:

- Pupils achieve well above average standards in English, mathematics, and information and communication technology (ICT)
- The Special Opportunities Unit (SOU) gives a very good standard of education to its pupils
- Pupils have very good relationships with others and their personal development is very good
- The quality of teaching is good
- The school is well led and managed. Governors and headteacher provide very good leadership
- Parents have high opinions of the school and they are right to hold them
- The school has improved its provision for higher attaining pupils, but there is scope for it to be sharpened
- Not all teachers give the same attention to hearing pupils read

The school has made very good improvement since the last inspection, especially given that it was only two years ago. The school has dealt well with the key issues raised in the previous report. The quality of teaching has greatly improved and is now good; teachers also make much better use of assessment. Subject leaders play a greater role in the school's management, though some are new to their roles. Pupils' spiritual and cultural development has been emphasised and have improved accordingly. All subjects of the National Curriculum are now taught in full and for appropriate lengths of time. In addition, pupils now achieve well, standards have improved from average levels and are rising.

STANDARDS ACHIEVED

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

*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.*

Pupils achieve well. The table above refers to the tests taken over a year ago and shows that the school's results compared favourably with all schools nationally. Compared with similar schools, results in mathematics and science were not as good. However, this group of pupils contained three pupils from the SOU with statements. In addition, an analysis of pupils' progress from Year 2 to Year 6 shows that most pupils made at least the expected progress. In other words, despite the Ds in the above table, pupils in 2003 made good progress in English and satisfactory progress in mathematics and science. The inspection finds current standards in Year 6 to be well above average in English and mathematics and above average in science. The school is likely to achieve its targets in this year's National Curriculum tests. Standards in ICT are well above expected levels.

Pupils' personal qualities are very good, including their spiritual, moral, social and cultural development. Pupils have very good attitudes to learning and show a mature pride in and responsibility for their school. Behaviour is very good and, as a result, the school has a calm and purposeful atmosphere. Pupils' attendance is much better than the national average.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching is good. Pupils learn well because of their own very good attitudes and because teachers have established very good relationships with them. Teachers mark pupils' work thoroughly so that pupils understand where they have done well and where they need to improve. Assessment is good because teachers' planning is effectively based on their understanding of what pupils need to do next. Higher attaining pupils sometimes need more challenge in English, mathematics and science which involves less direction by the teacher. The school provides a good curriculum which is effectively enriched by visits and extra-curricular activities. The care, guidance and welfare offered to pupils are very good. The school has established a very good partnership with parents and has good links with the community and other schools.

The SOU continues to be a strength of the school. It is well run, staff are hard-working and effective and pupils achieve well. The local education authority is consulting about changes to the character of the Unit, to serve pupils with more complex needs. However, it has not yet agreed an action plan with the school for the necessary changes, so that the school is not able to prepare adequately for pupils to be admitted in September or to provide staff with the necessary training.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The headteacher leads the school very well, and is strongly supported by his leadership team. Many subject leaders are experienced and effective; a few are less so, simply because they are new to and quickly learning about their roles. The overall effectiveness of management is good and is based on very good use of self-evaluation. Governors are very effective in challenging, directing and supporting the school's work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The pre-inspection meeting between inspectors and parents was well attended. Here, and in the many responses to the questionnaires, parents showed that they had very favourable opinions of the school's work and appreciated the hard work of staff. Inspectors endorse their opinions.

Pupils are proud of their school because they enjoy most of their lessons and because they are involved in how the school is run.

IMPROVEMENTS NEEDED

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

- Challenge the thinking of higher attaining pupils with more open-ended, independent work
- Achieve greater consistency in teachers' hearing of pupils' reading and in guiding them in their choice of reading

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well. Standards by Year 6 are well above average in English and mathematics and above average in science.

Main strengths and weaknesses

- Pupils attain high standards in English, mathematics and ICT by the age of eleven
- Standards are also good in science and design and technology
- After a period of decline, the overall trend in the school's results is rising similarly to the national trend, albeit at a higher level

Commentary

1. Pupils' results in the 2003 National Curriculum tests at the expected standard (Level 4 and above) and at the higher level (Level 5) were well above average in English and above average in mathematics and science. The table below shows the average point scores (where pupils' attainment at all levels is taken into account), which similarly were well above the national average in English and above average in mathematics and science. Compared with the results of pupils in similar schools (those with similar prior attainment in 1999, when they were aged seven), these results were above the average in English but below average in mathematics and science. However, two factors have to be borne in mind. First, the group of 66 pupils contained three children from the SOU with statements. Secondly, the pupils' results in 1999 were at the lowest parameter of the schools in that group, so the comparison is not completely reliable. To aid comparison, an analysis of pupils' results in mathematics was undertaken during the inspection, comparing each pupil's level in 2003 with that attained in 1999. This showed that 84 per cent of pupils made the expected or better progress; of the nine children who did not, all except one made below average progress only in Year 3. The school has recently made changes to the teaching in Year 3 to strengthen it. Additionally, six out of the nine pupils were higher attaining pupils, a group identified at the last inspection as making unsatisfactory progress - a situation recently improved. Taking all this together, the progress made by this group of pupils is satisfactory.

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

Standards in:	School results	National results
English	28.9 (28.3)	26.8 (27.0)
mathematics	28.1 (27.3)	26.8 (26.7)
science	29.4 (28.5)	28.6 (28.3)

There were 66 pupils in the year group. Figures in brackets are for the previous year.

2. The school achieved its targets in 2003. The trend in all three subjects has been upward over the last two years and is set to continue rising with the tests taken last month. Improvements made in the quality of teaching since the last inspection have brought about marked changes in pupils' attitudes and progress. Boys and girls and those from different ethnic backgrounds achieve equally well. Higher attaining pupils too achieve well, as can be seen from the proportion of Level 5s, but would benefit from more challenge, as described in paragraph 15, below.

3. The inspection finds that current standards in English and mathematics are well above average and those in science are above average. The school is likely to achieve its realistic yet challenging targets in the recently-taken 2004 National Curriculum tests. Standards in ICT are well above expectations and those in design and technology and geography exceed national expectations. Geography and history were not foci for the inspection, but the evidence reviewed suggests that standards exceed expectations by Year 6. Standards in religious education meet those expected of most pupils by the agreed syllabus.
4. Pupils with special educational needs, including those in the SOU, achieve well and make good progress against their prior attainment. Frequently, this progress is very good even though it is clear that pupils in the SOU have other difficulties in addition to their learning difficulties. There is no significant difference between the achievement of boys or girls.
5. No pupil is at the early stages of learning English. Those pupils for whom English is an additional language achieve as well as other pupils because of teachers' good support and use of assessment.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good. Their behaviour, values, and personal development are very good. Attendance is also very good.

Main strengths and weaknesses

- The school succeeds in promoting very good relationships
- Pupils learn well because of their very good behaviour and attitudes to learning
- Pupils achieve high levels of attendance and punctuality
- Pupils' spiritual, moral, social and cultural development is very good overall

Commentary

6. Pupils' behaviour in and outside the classroom is very good; this is an improvement on the good behaviour observed during the last inspection. Pupils are trusted and therefore learn to be trustworthy; they treat each other and the environment with respect and are well aware of what is expected of them. The very good behaviour overall contributes well to pupils' progress and development.
7. In lessons, pupils show responsibility and individuality; they work well in groups and are learning to co-operate sensibly. Personal development is enhanced by the very active school council; pupils are developing a good sense of care and responsibility. The school council is well used to ensure that pupils' views are listened to and acted on when appropriate. The extensive range of activities and extra-curricular opportunities gives pupils the chance to achieve and this successfully enhances their confidence and self-esteem.
8. Parents recognise that the headteacher and staff are proud of the school and this attitude is passed on to pupils; this is evident in all aspects of school life. Pupils' attitudes to learning are very good; they respond to the challenges provided by all staff and are keen and enthusiastic, both in their learning and in the role they play in the school community.
9. The very good relationships between pupils and between pupils and staff contribute to the happy and stimulating environment where children flourish, develop self-confidence and learn good self-discipline.
10. Most pupils with special educational needs have a positive attitude to their work. The school provides equal access to opportunities to extend their personal and social skills as well as key learning skills. All pupils are involved in reviewing their own targets. In the SOU, pupils show

considerable understanding of their development - for example, of how much progress they have made in their listening skills.

11. Since the last inspection, the school has significantly improved the quality of its provision for the spiritual, moral, social and cultural development of its pupils. Opportunities for spiritual development are good. Teachers regularly provide a range of occasions for pupils to reflect on their own beliefs; for example, older pupils ponder the existence of God and consider his portrayal in the Christian, Muslim and Hindu faiths. However, assemblies could sometimes be used more extensively to encourage a sense of reflection and wonder. Pupils consider the values, beliefs and actions of others, empathising with characters from history or literature. In one good lesson, Year 4 pupils discussed in depth the motives and actions of those figuring in the parable of 'The Prodigal Son'. Provision for moral and social development is very good. The school strongly promotes a sense of fairness and tolerance. Pupils quickly learn that rules are for the benefit of all, and they display consideration for others in their group discussions, in the way in which they move around the school and in the courtesies they extend to each other in the classroom and corridors. Staff effectively use misdemeanours, when they occur, as an opportunity to reinforce moral principles. Pupils extend their care and concern for others to the wider world. Many regularly volunteer to raise funds for those less fortunate than themselves. Those in Year 4, for example, supported charitable work in the third world on hearing the plight of children living in an Indian village. From Year 3, pupils have good opportunities to exercise responsibility; the well established school council works on relevant issues that are heeded and acted upon. The school provides very well for pupils' cultural development. As a result, pupils are well aware of their own cultural traditions and those of others. Pupils sometimes compare different faith traditions in school assemblies, while geography, history and religious education offer pupils more systematic opportunities to contrast various cultures.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0
National data	5.4	National data	0.4

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

12. Attendance overall is very good and there are very good procedures to maintain and continue to improve it. Punctuality for the majority is good with almost all pupils arriving promptly for registration.

Exclusions

There have been no exclusions in the last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are good and the curriculum is broad and enriched well by activities outside the classroom. Pupils are very well cared for and the school has established very good links with parents and good links with other schools and the community.

Teaching and learning

Teaching and learning are good across the school. Good assessment procedures are used well by teachers to plan pupils' future learning.

Main strengths and weaknesses

- All teachers have very good relationships with their pupils and manage their behaviour very well
- Higher attaining pupils sometimes need more open-ended challenge in English, mathematics and science
- Learning intentions matched to success criteria lead to well structured lessons, though this is not always consistent

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10 (26)	21 (53)	8 (21)	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.

14. Pupils' learning is good because they have a great desire to learn. This comes about not only from their own dispositions but also from the successful learning atmosphere which all teachers have established in their classrooms, built on very good relationships. In a very good English lesson, Year 5 pupils were writing character studies of people in a poem, extending the available information from their own imaginations. The teacher had led an amusing discussion in which the pupils were able to decide what sort of person each of the characters was. She challenged pupils to write a certain amount and was very pleased to see that almost every pupil had worked furiously to exceed considerably the expected amount, with results of high quality. One pupil wrote of a character who was out of work, "Jim's best ambition is that Smudge should have a better life than Jim and make the most of it."
15. Provision for higher attaining pupils was part of a key issue at the last inspection. The school responded well, as is shown by the big increase in the percentages of pupils achieving Level 5 in the National Curriculum tests. But there is scope for refinement of this provision. Teachers have a good understanding of the ability levels of all their pupils and frequently set different work for pupils of differing prior attainment. But, in some lessons, higher attaining pupils are required to undertake the same tasks as average pupils before reaching 'extension' work. On these occasions, their books show quite a bit of repetition of the same task, clearly understood, with only a little work at a higher level. This is especially so in mathematics. In English and science, teachers give too much direction to higher attaining pupils, restricting the development of their thinking. This is related to how teachers use 'learning intentions' and 'success criteria', as described in the next paragraph.
16. Teachers make effective use of learning intentions and success criteria in most lessons. These terms are not just pieces of educational jargon, but part of the school's way of life, known to every pupil and referred to when inspectors met both the school council and the parents. Pupils begin most pieces of work by recording the learning intention along with the date. This makes reviewing their past work a much more useful exercise for all concerned. However, the actual writing down of the intention sometimes takes rather a long time, since they are occasionally over-wordy and not always in the simplest language. Success criteria are frequently made more demanding for groups of differently-attaining pupils and are mostly used well in assessing how well pupils have learnt. A successful example of the practice was seen in a good English lesson about homonyms for Year 3 pupils. In the final session, the teacher used very good questioning to test the learning of the three groups of pupils against the three criteria shown in her planning. Lower attaining pupils were able to say what a homonym is and give examples; average pupils could also give examples and illustrate the difference in two separate sentences. Higher attaining pupils showed that they understood all this and could also distinguish words which are not homonyms from those that are in a mixed list.

17. Where learning intentions were not so successful, the teacher had chosen an activity which was not well suited to the final objective. This mismatch between learning intention and activity meant that the pupils had not a clear grasp of what they were trying to accomplish; in such cases, the intention is less of a learning intention and more of an activity intention - that is, more of what the children will do rather than what they should learn from it.
18. Success criteria are sometimes not used to the optimum benefit of learning. In one lesson, the teacher made known the three success criteria at the start of the lesson, one for each ability grouping. However, the teacher covered all the necessary facts in her introduction so that all the criteria were quickly achieved at the start by virtually all the pupils. This prevented pupils from learning for themselves and so restricted their independent thought and discovery - another example of higher attaining pupils needing more open-ended work.
19. Teaching in the SOU is good and is matched to the pace of development, understanding and social and communication difficulties of pupils so that they achieve well. Effective learning support staff aid pupils' development well. Teaching in mainstream classes for pupils with special educational needs is also good and is based on the targets identified for progress in individual education plans. Assessment is very good, both by the special needs co-ordinator and the teacher in charge of the SOU. Feedback and praise are used effectively in lessons to motivate pupils and frequent assessment also has a good influence on teaching. Communication strategies for a new pupil with more complex needs have not yet been fully met because training has not yet taken place.
20. There are no pupils at the early stages of acquisition of English language and the one pupil for whom English is an additional language receives good support from a visiting teacher on a weekly basis.
21. The school collects a range of assessment data about the performance of pupils as they progress through the school. This is used effectively for devising individual education plans for pupils with special educational needs and in all classes to help plan experiences for other groups of pupils. The assessment co-ordinator is very thorough in collecting and analysing test data, assisted by the subject leaders for English, mathematics and science. Together, they make good use of the information gleaned from their analyses to promote the progress of all pupils. A good example is the use of 'layered targets' in English, where pupils are made aware of the sub-levels of each Attainment Target they have achieved and what they must do in order to progress to the next level.
22. Targets are set for pupils in each class. Pupils are aware of them and teachers encourage pupils to strive to meet them. Marking of pupils' work is good and is carried out in accordance with the school's feedback policy. Teachers are diligent and consistent in giving helpful comments on pupils' work, giving clear guidance on how pupils can improve their work and simple praise for work completed or meeting the lessons' learning intentions. Pupils are encouraged to respond orally and in writing to these comments.

The curriculum

Curriculum provision is good.

Main strengths and weaknesses

- Provision for ICT is very good
- Pupils' learning is effectively enriched by a range of visiting adults from outside and by trips undertaken by the pupils

Commentary

23. The school provides a good range of learning opportunities for its pupils. Statutory requirements are met and the National Curriculum subjects and religious education are taught as required. Very good provision for ICT means that pupils use their skills well in a range of subjects. The school adopts the national strategies for teaching literacy and numeracy and these form the basis of planning for English and mathematics. An appropriate amount of time is devoted to the study of each area of the curriculum. The school has identified the need to develop the curriculum for gifted and talented pupils. A good curriculum for personal, health and social education is taught in circle times, science and some religious education lessons. Sex and drugs education is appropriately included.
24. This is an inclusive school in which the needs of all pupils are considered in teachers' planning and teaching. Pupils from the SOU join other classes for certain activities and enjoy the experience. The one pupil for whom English is an additional language receives good support to work in a mainstream class.
25. Curriculum planning in the SOU is good and the provision for pupils with special educational needs throughout the school is also good. There is satisfactory use of ICT to support learning and the introduction of music therapy has been very effective in helping pupils to improve communication skills and increase their self-esteem. The school also provides one-to-one tuition in 'touch typing' to overcome the barrier to learning from developmental disorders.
26. A range of out-of-school activities enhances the curriculum. There are sports activities including football, cross-country and netball. There are also clubs for digital photography, philosophy, gardening and French. The clubs are open to all pupils. Education visits - such as those to the Isle of Wight or Hindleap Warren - are a regular feature.
27. There is a good match of teaching staff to the curriculum. Despite local difficulties in recruitment and retention of teachers, a strong core of experienced staff has been joined by a number of recently qualified teachers who have been mentored by the headteacher. They are making a good contribution to the work of the school.
28. A satisfactory ratio of appropriate support staff is provided in classes and they are well deployed to support pupils, particularly those with special needs. In addition, support staff from the SOU provide help for pupils when they are included in lessons in mainstream classes.
29. The accommodation is satisfactory in meeting the needs of the pupils. Classrooms are adequate in size and appropriately laid out but there is no spare space, which has become an issue when providing an additional computer for each classroom. There is a fully equipped ICT suite, two music rooms and a small library. Overall, there are good resources for the curriculum and these are well organised and accessible.

Care, guidance and support

Pupils' care, welfare, health and safety are very good. The provision of support advice and guidance is very good, as is pupils' understanding of their academic progress and personal targets.

Main strengths and weaknesses

- Very good procedures for support, advice and guidance are based on effective monitoring
- There are very good health and safety procedures

Commentary

30. Safety and welfare procedures in the school provide very good protection for pupils and staff. Risk assessment is closely monitored by the headteacher for the governing body and procedures are regularly updated and checked; for example, recent improvements have been made to the fire evacuation procedures.
31. There are very effective child protection procedures which fully meet statutory requirements. Liaison with support agencies is well established and provides a good service for pupils' needs. The policy is agreed by the governing body and well known to all staff. Arrangements for dealing with accidents and medical problems are clear and well used and a number of staff are qualified to give first aid. Parents are pleased with the care the school provides and the information they receive if any problems arise.
32. Pupils are involved very well in the life of the school. They discuss what they have learnt at the ends of lessons and all are fully involved when deciding classroom rules and monitoring their successes. They are keen members of the school council in which pupils from all years have an opportunity to be involved in making decisions about improvements to the school; they are effective in their work and are supported and respected by other pupils and by staff.
33. Pupils' personal welfare, support and academic guidance are very good. All are well cared for and feel safe and secure in school. They confidently ask for help and respond well to class teachers, learning assistants and other staff. Pupils know and understand their learning targets, which are reviewed termly at conferencing sessions and shared with parents. This maximises the opportunity for home-school learning support.
34. Induction procedures are good. Parents are rightly pleased with arrangements with the on-site infants' school and feel the shared assemblies, events and joint training between staff ensure pupils are well prepared to join the junior school. Pupils are well prepared for the move to secondary schools.
35. All pupils with special educational needs have good individual education plans with targets that are appropriate. The regular review of these plans by class teachers and the special needs co-ordinator ensures a very good level of guidance to sustain pupils' progress.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The school has made good improvements in its links with parents and the information given to them
- Good working relationships exist with other schools and the community

Commentary

36. The partnership between parents and the school is very good and is now a strength of the school. Parents are pleased with the improved communications between home and school and also feel that the effort that has been put into improving the school building is a visual testament to all the hard work of the last few years. They also feel the headteacher is constantly improving the school and, most important, feel that both he and the teachers are always available and accessible to them to discuss their children's progress and share any problems.

37. Parents are confident that their children are making good progress and overwhelmingly feel that staff expect their children to work hard; they add that pupils respond well to the expectations. They are confident that there is no issue of bullying in the school and that there is a clear policy, understood by pupils. They say the school promotes very good behaviour and attitudes and that their children respond swiftly to staff expectations.
38. Information provided for parents meets statutory requirements. Parents feel very well informed and are pleased with the information provided by class teachers. Homework diaries are an important means of communication between home and school and ensure that parents know the school's expectations of pupils and parents.
39. Parents make a very good contribution to the school; an increased number of helpers assist in the classroom and on school visits. There is a very active and effective parent-teachers' association which is appreciated by the school, the governors and other parents. Parents' views are regularly surveyed and all say their suggestions are followed up and reported on.
40. Parents who attended the meeting with inspectors were pleased with the support for children with special educational needs and with the work of the SOU. Many parents of children with special educational needs keep in close touch with the school which enhances the liaison between home and school.
41. Links with other schools are good. Good support is provided by the many links with the family of schools, which includes work with gifted and talented children from a local Beacon school. Links exist with secondary schools for mathematics master classes, 'mad science' extension lessons and art exhibitions. Pupils' involvement in these projects enables them to visit their future schools. A number of students undertake work experience in the school and there are good links with Greenwich University.
42. Links with the local community are good and are continuing to develop. Members of the community visit the school to support the curriculum, broaden pupils' learning and extend their wider environmental awareness. Community links are further strengthened by liaison with local churches, which helps extend pupils' learning and develops their awareness of other beliefs and cultures.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are good. The headteacher leads the school very well, and is strongly supported by other members of his leadership team. Some subjects are well managed by experienced leaders, although others require further development. The governance of the school is very good.

Main strengths and weaknesses

- The headteacher provides dynamic and purposeful leadership that is clearly focused on raising standards
- The deputy and other members of the leadership team offer the headteacher strong support because they share his vision and commitment to continual improvement
- The school is well managed; staff form a well-motivated team who work well together
- Staff changes have led to interruption in the development of some subjects
- The governing body have a very clear understanding of how best to challenge and support the work of the school
- The school continually evaluates its performance and identifies areas for further improvement
- The information that the school collects about its pupils is used well to track their progress and initiate improvements in their learning

Commentary

43. The headteacher has a clear vision for the direction and improvement of the school. Under his leadership, the school has rectified the shortcomings identified at the last inspection and now provides a good quality of education for its pupils. He has rightly delegated a full measure of responsibility to other members of the experienced leadership team, who share his understanding of how to bring about further improvement. Open communication among staff has engendered a high degree of mutual trust. As a result, they consistently apply the values that the school promotes; differences in practice are quickly resolved and all understand the school's objectives and the means by which they are to be achieved.
44. The school's management is good. Its systems are organised efficiently, and new staff quickly develop a good understanding of expectations and procedures because they are clearly articulated and because they receive good support. The quality of subject management is less consistent, simply because staff changes have led to setbacks in their development. While some subjects such as English and mathematics are well led by experienced teachers, others are being managed temporarily until designated staff take up their appointment. However, the school is doing all that it can to ensure that the quality of the curriculum is maintained in those subjects where less vigorous development is taking place.
45. The school has good systems for gathering information about the progress of its pupils, accurately identifying areas where improvements are needed and implementing the right measures to overcome weaknesses. The school continually evaluates and reflects on its own performance, acting promptly on the advice it receives and constantly looking for ways to encourage further achievement among its pupils. An example of this is the aphorisms prominently displayed in the corridors that exhort pupils to positive attitudes towards their learning. Arrangements for the training and performance management of staff are good. Senior staff and experienced subject leaders regularly monitor the quality of teaching and learning, and teachers act readily on the advice and assistance offered. Unusually, the headteacher is currently responsible for mentoring newly qualified teachers. Although they receive very good support, consideration should be given to delegating this responsibility to other experienced staff.
46. Both the teacher in charge of the SOU and the special needs co-ordinator are very strong leaders and work well together to develop good provision for pupils with special educational needs across the school. They have very good knowledge of the strategies needed to enable pupils to make good progress against prior attainment. The head of the SOU has developed substantial opportunities for all pupils to learn in mainstream classes. There is a good deployment of learning support staff, who are very effective. The school makes good use of the delegated budget but also has to subsidise this support from the rest of the school budget. The designation of the SOU is soon due to be changed by the local education authority. However, the school is unable to prepare adequately for pupils to be admitted in the next term with more complex needs as no action plan between the school and the authority has yet been formulated. Staff in the SOU have had insufficient training to develop a range of communication and teaching strategies needed for the education of pupils with more complex needs.
47. Under the leadership of a perceptive and knowledgeable chair of governors, members of the governing body are thoroughly briefed on the school's developments and are well placed to both support and challenge its work. For example, the governors have requested more detailed analyses of pupils' performance so that they can monitor it more closely. Governors take a keen interest in the school's activities and have a clear understanding of priorities for its development. Agendas for sub-committees and full meetings of the governing body are sharply focused on pupils' educational and social needs, and governors now fully meet their statutory obligations.

Financial information

48. The governors' finance sub-committee regularly receives reports on the school's income and expenditure and makes the right decisions to ensure effective use of available funding. A recent example of wise expenditure was the release of funds for the provision of additional classroom assistants. The school manages well the fluctuations in its income, but prudently sets aside a reasonable amount for contingencies. Expenditure patterns are closely linked to the imperatives of a school improvement plan that is firmly rooted in a common desire to enhance the quality of pupils' learning. This evolves through discussions between the headteacher and staff, and is thoroughly scrutinised by the governing body. There are currently few formal opportunities for the school finance officer to meet with the chair of the finance committee to discuss expenditure patterns. This would facilitate governors' early identification of likely areas of overspend and saving, and ensure more immediate communication between those in charge of monitoring day-to-day transactions and those responsible for overseeing expenditure.
49. Arrangements for the day-to-day administration of the budget are good. The finance officer keeps the headteacher fully briefed on the school's budgetary position, and takes appropriate advice from the local authority if questions arise. The school properly ensures that it secures bulk orders at advantageous rates, and follows recommended procedures when inviting tenders or securing large contracts. Good use is made of the principles of best value.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	687,870
Total expenditure	702,018
Expenditure per pupil	2,600

Balances (£)	
Balance from previous year	53,983
Balance carried forward to the next	39,835

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well because teachers generally have high expectations for their pupils
- Standards have improved since the last inspection and are now well above average
- Teaching is good throughout the school
- Factual writing is used very well to support learning in other subjects
- Leadership of the subject is good
- Approaches to the monitoring of reading skills vary between classes in some year groups

Commentary

50. Pupils enter the school with above average skills in reading and writing and reach standards that are well above average by the end of Year 6. They achieve well because teachers generally offer challenging and interesting work that helps them to enjoy their lessons and to work hard. Standards are higher than those noted at the last inspection because teachers now consistently match their work closely to pupils' learning needs. Teachers in each year group plan similar literacy and writing lessons, but there are variations in their approach to the monitoring of reading. In some classes, the progress of pupils in their independent reading is not checked frequently enough, nor are they sufficiently guided in their choice of literature. Here, pupils' achievements in reading could be even higher. Across the school, pupils with special educational needs achieve as well as other pupils. This is because teachers and classroom assistants have a close understanding of the approach they require and offer the right level of support.
51. Standards in speaking across the school are above average, and pupils acquire new skills at the expected rate. Many are articulate and respond well in class discussions, offering comments or observations that justify or explain a point of view. Pupils are generally given sufficient opportunity to discuss issues or questions in pairs or small groups, although good opportunities for discussion and reflection are not always exploited as fully as they might be because teachers are conscious of maintaining the pace of the lesson. A good example of the school's aim to extend pupils' thinking and speaking skills is the establishment of philosophy groups; these afford pupils the opportunity to grasp and enlarge on the ideas of others, guided by the teacher or parent helper. Listening skills are well above average; teachers develop very good working relationships with their pupils so that they are eager to learn and interested in the work they offer.
52. Reading standards are well above average by the time pupils leave the school, and pupils generally achieve well. Teachers have high expectations that pupils will practise their skills regularly, both at home and at school, so that most become confident readers by Year 6. Even some of the youngest pupils develop a preference for a particular author or type of book. Pupils develop good attitudes towards learning to read; for example, one pupil in Year 3 was well aware of the particular difficulties she encountered but was equally determined to overcome them. Pupils are heard to read regularly from shared texts, but opportunities to read aloud from their chosen library book are not provided in every class. Similarly, some teachers do not offer pupils enough guidance in their choice of book. As a result, teachers cannot always be sure that their pupils are reading sufficiently challenging texts or whether they are encountering particular difficulties.

53. Pupils achieve equally well in writing. By Year 6, most pupils express themselves fluently, using a range of vocabulary and sentence structure much wider than that usually expected from 'eleven year-olds'. The standard of pupils' factual writing is well above average, and in one Year 5 class it is particularly accomplished. On occasions, however, pupils' fluency in writing actually impairs its quality because they overlook punctuation when they are writing quickly. While pupils frequently practise writing in different styles and for different purposes, they do not have enough opportunity in every class to apply this learning in their personal writing, and higher attaining pupils have too few experiences of developing their own imaginative ideas from beginning to end. By contrast, writing is used consistently well to support learning in other subjects, especially in geography and history. Pupils with special needs achieve well because they are closely supported in their efforts.
54. Standards of spelling across the school are above those expected. Pupils are taught thoroughly and systematically, and most learn spellings regularly at home from graded lists. Standards of handwriting and presentation are generally good, and most pupils join their writing fluently by the time they reach Year 4. Unusually, there is some deterioration of presentation in Year 6 because pupils find the mechanics of writing so easy; however, insistence on handwriting of the standard expected will easily redress this tendency.
55. The quality of teaching and learning is good. Seven of the eight lessons observed were good or very good, and the remaining one was of satisfactory quality. Teachers plan their work thoroughly. They have a clear understanding of what they intend to achieve by the end of the lesson. Sometimes, however, lessons are over-planned. Teachers miss opportunities for more detailed, open discussion with their pupils because they concentrate too intently on achieving the learning intention they have set rather than focusing on what pupils have actually understood. Generally, lessons proceed with appropriate pace. Teachers know their pupils well and generally create a purposeful but relaxed atmosphere, highly conducive to learning. As a result, pupils enjoy their lessons and are well motivated to do their best. Well-briefed assistants offer teachers good support and understand well the needs of those to whom they offer assistance.
56. Leadership of the subject is good. The school accurately assesses pupils' strengths and weaknesses, and the subject leader's monitoring procedures enable her to gain a good understanding of the quality of teaching and learning across the school, and to offer staff the support they need.

Language and literacy across the curriculum

57. Writing is used very effectively to support learning in a range of other subjects. It is imaginatively employed in religious and personal education, where pupils sometimes expand in detail on their ideas and beliefs. Drama and role-play often reinforce pupils' understanding of moral and social issues. Pupils deploy well their word-processing skills to produce poems and prose, sometimes using their knowledge of computer technology to illustrate work they wish to display.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average by Year 6
- Teachers use marking and assessment well to track and promote pupils' progress
- Higher attaining pupils sometimes spend too long working at average levels

Commentary

58. Pupils achieve well across the school. Their work across the year shows a good spread of all aspects of mathematics. Pupils of all abilities and backgrounds have well-presented books which contain a large amount of work, showing that good progress is made in all classes.
59. Standards by Year 6 are high because teachers are thorough in the way they respond to pupils' work. End-of-year tests are closely analysed by the subject leader to identify areas which might need strengthening - a recent example is the practical application of mathematics. She then works with teachers to target particular pupils who may have made less than the expected progress. In each year group, pupils are divided into two sets, based on prior attainment. Teachers keep a close watch on the composition of the sets, moving children between them as thought best; for example, it has been found recently that certain average pupils respond better to working in the upper set whereas others make better progress in a less demanding class.
60. Teachers mark pupils' work thoroughly; this makes an important contribution not only to teachers' understanding of pupils' attainment and future needs but also to pupils' knowledge of their own learning and of where they need to improve. The best examples are in Year 6, where pupils also write frequent evaluations of what they have achieved, measured against the learning intention at the top of the page.
61. Teaching and learning are good overall and very good in Year 6, as shown by pupils' past work. In Years 3 to 5, higher attaining pupils sometimes undertake a large amount of work at a similar level to average pupils, which restricts the time available for reaching higher levels. This was evident from a comparison of the work of average and higher attaining pupils in both sets in each year group, and from the very small amount of work in higher attaining pupils' books which was incorrect or improperly understood. Pupils with special educational needs and lower attaining pupils receive good support from classroom assistants and teachers.
62. Leadership and management are good and have resulted in good improvement since the last inspection in standards and teaching. The subject leaders, appointed in the current school year, worked hard and quickly to spot and overcome inadequacies in the school's medium-term planning. They have since effectively monitored its use to make sure that it is both consistent and working well.

Mathematics across the curriculum

63. Pupils use their numeracy skills in many subjects. In science, Year 4 pupils were planning an experiment to test various types of parachute, in which they needed to calculate the area of the canopy, the weight of the (toy) user and the length of the strings. Pupils frequently use computers to produce graphs of statistical information, such as the results of probability exercises. In history, pupils' projects on the Second World War show use of numeracy skills in working out the passing of time or numbers of evacuees. In geography, they use their understanding of co-ordinates when looking at Ordnance Survey maps.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average
- Pupils cover a broad range of scientific topics
- Teaching is good, particularly that of investigative skills

- Good use of ICT supports pupils' work
- Too much of the investigative work is teacher led, with insufficient opportunity for open-ended or independent investigation

Commentary

64. The standards attained are above average at the end of Year 6 and many pupils attain standards which are well above expectations. Pupils' overall achievement is good. The good teaching seen has contributed to this rise in standards in Years 3 to 6. All areas of the science curriculum are fully covered, allowing pupils access to a wide range of scientific experiences.
65. The majority of the science programme of study is taught through investigations. Many of the activities chosen are based in real life and capture the pupils' interest; for example, a Year 3 class were challenged to discover the year in which twopenny coins were first made from magnetic material, and a Year 6 class used data loggers and laptop computers to find the most effective sunglasses.
66. From their experience of investigations, pupils are usually able to explain their findings by relating them to prior knowledge. They advance reasoned arguments both in oral responses to teachers' challenges and in their written recording. Pupils suggest repeating tests to check unexpected results or anomalies in data.
67. Teaching and learning are good overall. Teachers' planning shows expectations of different learning intentions for different groups of pupils but pupils' past work shows that the same tasks are often given to all groups of pupils, with extra support given to lower ability pupils. A few more able pupils at the end of Year 6 have taken part in an advanced challenge, looking at microbes, but scrutiny of work indicates that this level of challenge is not a normal feature of lessons. Teachers are generally knowledgeable about the subject and use support staff appropriately to prompt and support lower attaining pupils. They use a good range of questioning techniques to check on pupils' understanding of the sometimes difficult ideas covered.
68. The subject is well led by the acting subject leader and is effectively managed. This continues the work of the subject leader, who was on maternity leave at the time of the inspection. The subject is monitored through paired observations of teaching, which lead to the sharing of good practice. The school enhances its work in science through links with a local secondary school, particularly during Year 6. Since the last inspection standards have improved. Teaching has improved from satisfactory to good overall. The achievement of higher attaining pupils has improved but is still only satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils attain very high standards
- Teaching is very good
- ICT is used well in other curriculum areas
- Leadership and management are very effective

Commentary

69. Pupils' standards of attainment are at expected levels when they enter the school. By the time pupils leave at the end of Year 6, they are well above expectations, showing very good achievement. Pupils show very high levels of skill in the use of a wide range of applications

and they are very confident in carrying out operations such as formatting cells in a spreadsheet and recovering from unexpected errors generated by their computers. In Year 4, pupils begin to use a screen turtle to follow a series of instructions; by Year 5, these instructions include procedures which they have programmed and complex routines.

70. Teaching is very good. In the lessons observed in the ICT suite, teachers made very good use of the digital projector and the interactive whiteboard for demonstration and to show examples of pupils' work to the class. Pupils are encouraged to demonstrate using the interactive whiteboard. The computers in each classroom are used to support work in other curriculum areas. The quality of work in ICT is assessed by class teachers and monitored by the subject leader through work sampling and via pupils' files on the network.
71. The subject is managed by an experienced subject leader, who brings enthusiasm and vision to the subject. A long-term investment strategy provides for replacement of equipment as it becomes obsolete. Further purchases of interactive whiteboards are planned when the alarm system has been extended to cover classrooms. The subject leader co-ordinates training both in school and by outside providers and recent training has resulted in increased staff confidence in the use of ICT. Teachers' planning and teaching are monitored by the subject leader and the results used to plan for further training.

Information and communication technology across the curriculum

72. There is extensive use of ICT in other subjects of the curriculum, examples being seen in literacy, numeracy, science, art, geography, history and design technology. In Year 3, pupils use a word-processor for descriptive writing and poems. They use a CD-ROM for research into the ancient Greeks as part of their work in history and a mathematics package to support numeracy. In Year 5, pupils use the internet to search for information, such as where to find an hotel in Birmingham and how much a stay there would cost. They enter data into a spreadsheet and create different kinds of graph. In a Year 6 geography lesson, pupils interrogated different sets of data to answer questions about the Isle of Wight in preparation for an imminent residential visit. There are plans to replace the software for use in music lessons. The school has taken part in a national competition involving control technology.

HUMANITIES

Four lessons were observed in religious education. Geography and history were not foci for inspection; two geography but no history lessons were observed. It is thus not possible to make judgements on teaching or provision in geography and history.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There has been good improvement in provision for religious education since the last inspection
- Pupils have a good attitude to the subject and it makes a good contribution to their spiritual and cultural development
- The school is making very good use of resources in the community to develop understanding of different faiths
- Leadership and management are good
- Teachers make insufficient use of the national scale of standards

Commentary

73. Standards in religious education are in line with the agreed syllabus at the end of Year 6. Pupils achieve satisfactorily; they are familiar with the main features and important stories from different religions and show insight into their own attitudes and behaviour.
74. Teaching and learning are good overall, although subject knowledge is a weakness for a few teachers. There is a good scheme of work which is a basis for consistent planning across the school. Pupils are very well behaved. Their good relationship with teachers means that they are confident and join in discussions about beliefs and behaviour. There were several examples of reflective moral thinking, such as a piece of extended writing by a higher attaining pupil in Year 6. Work is marked regularly but without reference to the non-statutory national scale of standards provided by the Qualifications and Curriculum Authority. This leads to too low expectations by some teachers and pupils in parallel classes do not always show the same degree of achievement. The school is keen to develop the curriculum further to give more opportunities for personal reflection.
75. Good community contacts have led to leaders of different faiths visiting classes and talking about their duties. These have so far included a rabbi, an imam and a Methodist recorder. Pupils are interested in what they have to say and are able to discuss features of their religion. Class teachers encourage respect for other people's beliefs. There are excellent displays, such as one on the Hindu religion, which include very good artefacts and also questions which, together, further stimulate interest in knowing and understanding different religions. Pupils are very well prepared for visits to places of worship and parents also join these trips and help to support pupils with special educational needs.
76. Provision in religious education has shown a marked improvement since the last inspection. The recently appointed subject leader is well supported by the headteacher. There is still some scarcity of resources to support teaching, which the school has identified. The management of the subject has been improved although there has not yet been sufficient moderation of pupils' work against national guidelines on standards. Religious education is now taught regularly and consistently to all classes and the subject is well established in the school.
77. In both **geography** lessons seen, the pupils were taught well and their work was of a good standard. In one lesson, the pupils used a spreadsheet to make comparisons of information on population and employment between West Wickham and the Isle of Wight; in the other, pupils showed good knowledge of Ordnance Survey map symbols in creating their own maps of both districts in preparation for an imminent residential visit. Teachers' planning shows appropriate coverage of the curriculum.
78. Work scrutiny and displays around the school suggest that the good standard of work in **history**, reported at the last inspection, has been maintained. A wide range of topics has been covered across the school with some very impressive individual work on the local history of Bromley during the Second World War. An impressive feature of the work is the use pupils make of primary as well as secondary sources of evidence and the attention given to developing historical skills as well as knowledge and understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Four lessons were observed for design and technology. Art, music and physical education were not inspected in depth; no lessons were observed in art or music and one lesson in physical education was seen. Judgements on standards, teaching or provision in art, music and physical education are thus not possible.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Pupils attain standards above the level expected by Year 6
- Very good leadership has helped the school to overcome previous weaknesses in the subject
- Teaching across the school is good overall
- Pupils need to think more carefully about how to join materials when they are planning a design

Commentary

79. Standards are significantly higher than those reported two years ago at the last inspection. Pupils now achieve well because teachers have high expectations for their success and insist on a high standard of finish in pupils' work.
80. Pupils in Year 3 appreciate the different properties of materials and begin to select those appropriate for a particular purpose. They understand that some ways of joining them are stronger and more durable than others. Some achieve good results, for example, by combining two suggested methods of joining to form a really strong connection. In Year 4, pupils examine the design of professionally made money containers, and consider the range, purpose and construction of different types. They accurately classify their properties, but they are not encouraged to focus sufficiently carefully on how such purses and other objects are constructed, nor to relate these professional designs to their own limited knowledge of how fabric may be joined. Older pupils design more ambitious objects that meet specific criteria. For example, they are required to make a water-resistant shelter using rolled newspaper. Many of these designs are imaginative and pupils achieve above the standard normally seen. A few pupils review the quality of their work rigorously, but in general evaluations are descriptive rather than analytical, and are concerned with appearance rather than structure. However, good marking sometimes challenges pupils to think more deeply about this by asking the question: 'How can you now improve your design?' This is a good strategy that results in a more penetrative evaluation of the finished object.
81. The quality of teaching and learning is good overall. A key feature of its improvement since the last inspection is teachers' determination to improve their subject knowledge. There is the right blend of practical work and explanation in each lesson; however, teachers do not always insist sufficiently that pupils' design plans demonstrate how working parts will move or how components will be joined.
82. Leadership of the subject is very good, and its quality has been instrumental in building up teachers' knowledge and confidence in a relatively short time. The subject leader has been responsible for both monitoring the quality of teaching and for arranging staff training. The subject now has appropriate prominence in the school's curriculum, and the school is well placed to raise pupils' achievement further.
83. Much of the **art and design** work displayed is patiently executed and carefully finished. There are few signs that pupils rush their work; the use of pastels, paint and charcoal demonstrates careful control and suggests that pupils are mostly intent on producing work of good quality. Pupils learn about the life and work of famous artists. Those in Year 3 copy Kadinsky's designs and pupils in Year 6 attempt the more difficult task of replicating the textured yellows and blues of Van Gogh, using sponges to create the desired effect. Pupils build incrementally on previously learned skills; for example, younger pupils learn to mix two colours successfully while those in Year 6 acquire the skill of producing more subtle shades by the controlled blending of colours. Pupils interviewed from all age groups spoke knowledgeably about their work, the materials they had used and the effect they were trying to achieve. Pupils have sufficient opportunities to produce three-dimensional work, and to experiment with a range of

materials and media. Artwork is used effectively to support learning in subjects such as geography and history; pupils in Year 3, for example, produce friezes in silhouette that are linked to their work on ancient Greece.

84. An analysis of teachers' planning and the subject leaders' files shows that the curriculum for **music** receives much more consistent coverage than at the time of the last inspection. The subject leaders have worked hard to improve the scheme of work so that teachers have good guidance for every lesson. They have monitored lesson planning and reported to governors that pupils' musical development is much more even from year to year than described previously. Resources are good and the music room is attractive and well used. The evidence reviewed shows that leadership and management are good and that the key issue of the last inspection about curriculum coverage and guidance for teachers has been well dealt with.
85. Music is used well in the life of the school and makes a valuable contribution to pupils' spiritual and cultural development; for example, members of the guitar group, led by the local education authority's guitar tutor on his Flamenco guitar, played music as pupils came into and left the hall for an assembly. A short concert during the assembly created a calm and reflective atmosphere. A recent Musical Evening provided the opportunity for all those who learn an instrument in school and for the choir to perform to parents. The range of tuition available is wide - violin, 'cello, guitar, several brass and woodwind instruments, piano and percussion. Older pupils perform to local elderly people and perform in the annual Bromley Prom. Music therapy lessons are provided for certain pupils as part of a programme of personal development.
86. The limited evidence collected on **physical education** indicates that pupils are receiving a sound curriculum and achieving at least the expected standards in dance. In order to improve the quality of teaching and learning, the school has recently introduced a new scheme of work, established procedures for assessing achievement and the quality of teaching, and begun to build a portfolio of photographic evidence of pupils' achievement across the school. There is some evidence of the practical application of these measures. In a very good dance lesson, for example, pupils demonstrated that they are well accustomed to the sensitive interpretation of music. They used space imaginatively, and collaborated closely with a partner to produce synchronised movement. Teaching proceeded at the right pace to allow pupils sufficient opportunity for practice, discussion and improvement. Interviews with pupils indicate that all aspects of the curriculum are taught in appropriate measure, and the school offers a good range of extra-curricular sports that includes athletics, rugby, hockey and football. A good initiative is the introduction of games and activities at lunch-time for those wishing to enjoy them without the pressure of competition; this builds self-esteem and exemplifies the school's commitment to meeting the physical and social needs of less confident pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

87. This did not form a focus for the inspection, so there is not enough evidence for a judgement about provision.
88. Three lessons in **PSHE** were observed; the teaching was good overall. Teachers' very good relationships with pupils give them the confidence to explore and speak about their personal feelings and experiences. Teachers in the SOU tailor these lessons carefully to the pupils' individual needs. Music therapy is also used to increase pupils' self-esteem and confidence.
89. Visitors to the school who have specialisms that link to pupils' class work also support and enrich the curriculum; for example, during the week of the inspection the Dental Health Co-ordinator for the Bromley Primary Care Trust visited the school to talk to two Year 3 classes. The class teachers' preparation and follow-up of this visit added significantly to the pupils' knowledge and understanding of parts of the body and, in particular, dental health. Other visitors support the programme for personal, social, health and emotional education, including

the regular visits by local ministers to assemblies and classes. Visits to local places of interest such as the church and distant residential fieldwork on the Isle of Wight are a regular feature of the curriculum.

90. Good links are made between different areas of the curriculum; for example, Year 5 pupils used their word-processing skills to write in a particular style in creating epitaphs for headstones following discussions in history and PSHE lessons.

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	3
How the school's effectiveness has changed since its last inspection	2
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	3
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	2
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
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).