

# INSPECTION REPORT

## **HAYES PRIMARY SCHOOL**

Bromley

LEA area: Bromley

Unique reference number: 101665

Headteacher: Mr A Hayes

Lead inspector: Peter Sudworth

Dates of inspection: June 28<sup>th</sup> – July 1<sup>st</sup>, 2004

Inspection number: 256371

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:	Foundation
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
Number on roll;	565
School address:	George Lane, Hayes, Bromley Kent
Postcode:	BR2 7LQ
Telephone number:	020 8462 1769
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Stella Brackpool
Date of previous inspection:	22 <sup>nd</sup> June, 1998

## CHARACTERISTICS OF THE SCHOOL

This larger than average 19 class primary school for pupils aged four to 11 years is situated near to the centre of Hayes. There are 565 pupils on roll with 21 more boys than girls though generally not significant across the school, except in one of the Year 6 classes. Attainment on entry is above average. Most pupils come from the town itself, but significant numbers come from other areas. Most homes are privately owned and pupils' socio-economic backgrounds are more favourable than usual. A below average number are entitled to free school meals. Most pupils are of white British heritage with a small number from other ethnic groups. Twenty-five pupils are either bilingual or have English as an additional language, but only two children are at an early stage of learning English. A below average proportion have special educational needs, mainly relating to learning difficulties. Six pupils have a statement of special educational need. Few pupils leave or join the school at times other than at the end and beginning of the school. The school is in an education action zone, primarily as a support for other schools within it. The school received Investors in People status in 2002 and received a school achievement award in 2001.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2700	Peter Sudworth	Lead inspector	Science Design and technology English as an additional language Personal, social and health education
32670	Graham Saltmarsh	Lay inspector	
10090	Kath Beck	Team inspector	English Foundation Stage
32620	Olsun Davies	Team inspector	Mathematics ICT Music
2686	Brian Oppenheim	Team inspector	Religious education; Physical education.
20603	Anna Coyle	Team inspector	Art and design; History; Geography; Special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This a **good** school with some very good features. Good teaching helps the pupils build upon their above average attainment on entry so that they achieve well by the end of Year 6 and reach well above average standards in key areas of learning. The curriculum is well organised, but the below minimum recommended amount of teaching time in the juniors restricts the opportunities in some subjects. Leadership is good and there is a strong commitment from the staff to improve the school even further. Management is very good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in English, mathematics and science by age 11 promoted by good teaching, a keenness to learn and good provision for pupils with special educational needs and the academically able.
- Pupils' knowledge of letter sounds and blends is insecure in Years 1 and 2 and affects standards in writing.
- The school is well led and very well managed; subject leaders manage their roles effectively.
- Pupils' progress is monitored to good effect and they are very well cared for.
- Timetables are too restrictive and teaching time is below the minimum recommended in Years 3 to 6.
- Information and communication technology is not used enough in other subjects.
- There are excellent links with other schools and very good links with the wider community, but there is insufficient communication with parents so that they are not well enough informed.
- Pupils' moral and social development is very good.

The school has made good progress since the last inspection. Standards have improved in English by age 11. The quality of assessment is much better. There are improved opportunities for pupils to work independently and cooperatively and use their initiative. Opportunities to use information and communication technology in subjects across the curriculum are still missed. The accommodation has improved with new classrooms and a computer suite. Learning resources have increased. Action has been taken to improve the outside provision for the Foundation Stage children, but increased numbers of children have reduced the impact and more development is planned.

### STANDARDS ACHIEVED

#### Year 6 results

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

*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.*

Overall, children **achieve well** in the Foundation Stage and in the juniors and **satisfactorily** in the infants. From an above average level of attainment on entry, the children in the Foundation Stage achieve well in most aspects of their learning and satisfactorily in their physical development. They exceed the national goals set out for the end of the Reception year in most areas of learning and meet them in their physical development. The current cohort of Year 2 pupils does not contain as many academically able pupils as is usual for the school. They are reaching above average standards in most aspects of English and average standards in writing and mathematics. They achieve well in attaining well above average standards in science. Pupils' attainment by Year 6 is

well above average in English, mathematics and science and they achieve well. Approximately half the pupils reach level 5. The trend of results over the last five years is below the national trend of improvement because the school is starting from a position of strength. Pupils' achievements are satisfactory in information and communication technology, given the provision that has been available, and pupils reach average standards. They achieve satisfactorily in religious education. Pupils exceed local expectations at age seven and meet them at age 11. The length of the inspection did not allow for judgements on attainment in other subjects, though good quality work was seen on display in art and design and design and technology. Pupils who have special educational needs and English as an additional language achieve well and the good provision for pupils who are gifted and talented facilitates their overall good achievement. Pupils from minority ethnic groups make similar rates of progress to other pupils.

Overall, pupils' personal qualities, including their spiritual, moral, social and cultural development are nurtured **well**. Pupils' moral and social development is very good and their spiritual and cultural development is good. Pupils' behaviour and their attitudes to work are very good. They are very courteous and polite and relate well to adults. Pupils are punctual and attendance in the last academic year was above the national average.

### **QUALITY OF EDUCATION**

The quality of education provided by the school is **good** with many strengths. Teaching and learning are **good**. Approximately two-thirds of lessons observed were good and better. Teachers have high expectations and challenge the pupils effectively with a well planned curriculum, though some weaknesses in time-tabling arrangements diminish pupils' curriculum opportunities. The curriculum is supported well by extra-curricular activities. There is good provision for pupils with special educational needs. The staff take very good care of all the pupils and make very good arrangements for their welfare. There is a very strong partnership with the parents and the community and excellent links with other schools.

### **LEADERSHIP AND MANAGEMENT**

The school is **well** led and very **well** managed. The headteacher leads the school effectively and forms a very effective working partnership with senior staff. Administrative arrangements are very good. Subject leaders continually evaluate curriculum provision to good effect. The governing body is effective in its work and fulfils its statutory duties.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have positive views of the school, think highly of the education provided and are very supportive of their children's education. They justifiably feel that their children are making good progress. They state that communication could be improved and the inspection team agrees with their view. The children think highly of their school, enjoy their lessons and appreciate the wide range of additional opportunities.

### **IMPROVEMENTS NEEDED**

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

- Improve pupils' knowledge of letter sounds and blends and the application of their grammatical knowledge to improve standards in writing by the end of Year 2.
- Apply pupils' information and communication technology skills more frequently in lessons other than those specifically for information and communication technology.
- Develop the curriculum by increasing the amount of teaching time in Years 3 to 6 and reorganising timetables so that they are not so restrictive of other activities.
- Improve the quality and frequency of communication with parents so that they are better informed about school life.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Overall, children achieve well in the Foundation Stage and in the juniors and satisfactorily in the infants. In the main, pupils' English skills are above average in the infants. They are well above average in the juniors. Mathematics skills are average in the infants and well above average by Year 6. Pupils show satisfactory competence in information and communication technology. Pupils with special educational needs, English as an additional language and those who have particular ability and talents achieve well.

#### **Main strengths and weaknesses**

- Children in the Foundation Stage settle in quickly and achieve well in most aspects of their work.
- Pupils' attainment by age 11 is well above average in English, mathematics and science.
- Pupils' writing in Years 1 and 2 could be of a higher standard.
- Pupils achieve well in science throughout the school.

#### **Commentary**

1. Many children begin the Reception class with a general knowledge and skills that are better than those normally found at this age. The children settle quickly because of the very good arrangements made for their entry to school and they take a keen interest in their work. They consolidate and extend their pre-entry skills in the Reception classes and achieve well. By the end of the Reception year, a majority of the children have exceeded the expectations for the goals in most areas of learning<sup>1</sup>. Attainment in their physical development meets expectations and the children achieve satisfactorily in this aspect of work. It is not as strong as other areas because the children do not have enough opportunities to develop their movements in the outside area because of restricted space and a lack of equipment.

2. Over the last three years, pupils' results in national tests at the end of Year 2 have usually been above average and sometimes well above. Attainment has been more consistently well above average in reading. Compared with similar schools, those with similar percentages of free school meals, results have mostly been average. Usually, the differences in the results of the school's boys and girls have been about the same as the national difference in reading and writing in favour of the girls, but boys did better than the girls in reading in 2003. Boys have performed better than the girls in mathematics in four out of the last five years. The overall trend of results is below that nationally because pupils have performed less well in writing than in other aspects of their work. They have attained well in teacher assessed results in science, which have shown a well above average percentage of pupils reaching the expected and higher levels.

3. Results in national tests at age 11 over recent years have shown much consistency and have been well above average in most years. Occasionally in science, they have been in the top five per cent of schools in the country. However, despite results being well above average in English, mathematics and science in 2003, the trend of results over the last five years is below the national trend of improvement because the school is starting from a position of considerable strength. Comparative results against similar schools, based on attainment at Year 2, have mostly been well above average. The added value in 2003, using this data, was well above average. Taking the last three years, the school's boys and girls at age 11 have been attaining more highly than boys and girls nationally in all subjects, particularly in English, which has been a major strength over time at this age. Over half the pupils taking the tests in 2003 in English reached the higher level. The difference between boys and girls in mathematics is about the same as that nationally in

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<sup>1</sup> The six areas of learning comprise communication, language and literacy, mathematical development, knowledge and understanding of the world, creative, physical and personal, social and emotional development.



favour of the boys. The gap is slightly narrower in English in favour of the girls. There has been no difference between the performance of the school's boys and girls in science.

4. Current standards at age seven are affected in some ways by a Year 2 cohort of pupils which does not contain as many higher attaining pupils as usual. They achieve satisfactorily in reaching above average standards in reading and average standards in mathematics and writing. The comparative weakness in writing is because pupils have an insecure knowledge of letter sounds and letter blends. Equally teachers do not consistently ensure that the pupils apply their grammatical knowledge, such as punctuation. They achieve well reaching well above average standards in science.

5. Current Year 6 pupils continue the good achievements of the past. Their attainment is well above average in English, mathematics and science. They take pride in their work and handwriting is often neat. They read aloud with real expression reflecting dialogue well. They have well developed tastes in literature and make regular use of local libraries. In mathematics their mental skills are sharp and they have good investigative skills. Their work in science profits from well developed and cooperative working habits, which enable them to carry out investigations independently and successfully in the many opportunities that they have in this subject.

6. Pupils' attainment in information and communication technology is at an average level by the end of Years 2 and 6. This is because the school's facilities have only been re-organised very recently affording the pupils better provision than before and facilitating a higher quality of teaching. Pupils' current satisfactory achievements are reflective of the limited provision previously. Pupils' achievements in religious education are satisfactory. The pupils exceed the local expectations of the Agreed Syllabus by the end of Year 2 and meet them at age 11. It was not possible to judge pupils' attainment securely in other subjects, though many good examples of work were seen around the school in design and technology and art and design.

7. Pupils with special educational needs achieve well because they are identified quickly, there is good planning for them in lessons, work is well matched to their capabilities and sensitive attention is given to those with disabilities. They make the best progress in English. This is because they receive good support from class teachers and they benefit significantly from the additional literacy programmes that help boost the sound progress they make in the small withdrawal groups. The individual education plans are well focused on the next steps in their learning.

8. Gifted and talented pupils are provided for well and, as a result, they achieve well. Extra provision in sport gives pupils good opportunities to further their skills. Music tuition, orchestra and choir help those who are musically able to progress well. There is usually a good match of work to more capable pupils in class lessons. Almost without exception, pupils with English as an additional language are very fluent in English and achieving well. A very small minority of these pupils are at a very early stage of learning English and progressing well in their understanding. Pupils from ethnic minorities make similar rates of progress to other pupils.

9. Since the last inspection there have been some improvements in the attainments of the children in the Reception class and in English by Year 6. Pupils with special educational needs are making better progress as a result of improved provision.

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

Standards in:	School results	National results
Reading	17.3 (17.1)	15.7 (15.8)
writing	15.5 (15.3)	14.6 (14.4)
Mathematics	17.3 (17.8)	16.3 (16.5)

*There were 89 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	29.9 (28.6)	26.8 (27.0)
Mathematics	29.2 (27.7)	26.8 (26.7)
Science	31.0 (29.6)	28.6 (28.3)

*There were 64 pupils in the year group. Figures in brackets are for the previous year*

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes to school and their relationships with each other and with adults are very good. Their behaviour in class and around the school is very good. The provision for spiritual, moral, social and cultural development is good overall. Pupils' attendance and punctuality are good.

### **Main strengths and weaknesses**

- The good emphasis placed upon personal development contributes to pupils' very positive attitudes and very good behaviour and these underpin life and work at the school.
- Pupils enjoy school and take an active interest in their learning.
- Pupils are successful in accepting responsibility for themselves and in caring for others in the school community.
- Pupils are very polite and relate well to adults.

### **Commentary**

10. Pupils have very good attitudes and their behaviour is very good and both aspects have improved further since the last inspection. Pupils are very polite. Pupils are thoughtful and show concern for each other, showing a very good level of maturity and courtesy. They respond well to staff's expectations of their conduct. The school's environment is free from all forms of oppressive behaviour. Breaks are safe for the pupils and they play in a calm and very friendly fashion.

11. The above average levels of attendance reflect the pupils' very positive attitudes to school and the school's effectiveness in promoting regular attendance. They also reflect the parents' positive views of the school and their support for it. Parents clearly make an effort to ensure that their children are well prepared to attend school and arrive punctually. This reflects the picture at the time of the last inspection.

12. Pupils clearly enjoy school. They are attentive and absorbed during lessons. Each class has its own rules and expectations based around a common school behaviour policy. Pupils are encouraged to reflect upon any actions which might affect others. They are very confident and outgoing. The pupils are demonstrably proud of their school and are anxious to express this when given an opportunity to do so. Visitors receive a warm welcome into the school community.

13. Pupils' independence is fostered more effectively than at the last inspection and they are encouraged to make decisions for themselves, as when they decide how to conduct experiments in science. Literacy lessons are rich in opportunities for pupils to give ideas. Pupils are specifically taught to develop key skills and given every opportunity to ask questions, give opinions, develop values and test their own hypotheses.

14. Pupils have also assumed some important responsibilities within the life of the school. There is an effective system of appointing prefects and giving some responsibility to the school council. Other pupils act as 'Playground Pals' to younger pupils, which develops their social responsibility. During the inspection, pupils were seen to assume other responsibilities around the school, which they undertook with pleasure and care.

15. Pupils with special educational needs show very good attitudes to their work. Even those pupils who have difficulty with their behaviour settle quickly, show real interest and get on with their tasks very well. Children in the Foundation Stage have very positive attitudes to learning; their behaviour is very good as a result of the high quality support systems in place which reward their efforts. All staff offer consistent support to the pupils at every stage of their life at the school.

16. Pupils' spiritual, moral, social and cultural development is good overall. Their moral and social development is very good and their spiritual and cultural development is good. Pupils show a very good level of social maturity and a desire to understand others. The wide and rich range of after school clubs and activities and the good provision for residential visits support pupils' social development effectively. These include learning, sporting and other outside interests. All receive the very full support of pupils, staff and parents. The school choir and gymnasts are particularly good ambassadors for the school and have performed at several well known venues. The good provision for personal, social and health education supports pupils' social development further.

17. Themes in assemblies, the study of world religions and traditions in religious education studies, opportunities to consider different media in art and investigations in science support pupils' spiritual development well. The school has commenced a programme of visitors who widen pupils' exposure to other peoples and their cultures. These include ethnic theatre groups and poets. The school uses its 'Book Week' well to widen pupils' understanding, with storytellers and poets who represent the diversities in modern society, talking with the pupils.

### Attendance

#### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.3	School data :	0.2
National data:	5.4	National data:	0.4

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

**Exclusions** There have been no exclusions.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good with many strengths. Teaching and learning are good. Approximately two-thirds of lessons observed were good and better. Teachers have high expectations and challenge the pupils effectively with a well planned curriculum, supported very well by extra-curricular activities. There is good provision for pupils with special educational needs. The staff take very good care of all the pupils and make very good arrangements for their welfare. There is a strong partnership with the parents and the community and excellent links with other schools.

### Teaching and learning

Teaching and learning are good. Assessment is very good.

#### Main strengths and weaknesses

- Teachers have good relationships with pupils, listen to their contributions in lessons and manage them well.
- Foundation Stage teaching is good and children make good early progress in the school.
- Teachers' planning is effective and facilitates a good structure to lessons, clear learning intentions and well sequenced lessons.
- Assessment procedures are very good and used effectively to plan future work.
- Gifted and talented pupils are well provided for in lessons and in extra-curricular provision.
- Teachers do not always see the potential to use information and communication technology in lessons other than information and communication technology.

- Lessons do not always begin on time.

## Commentary

18. Teaching and learning seen during the inspection were good. The proportions of good and satisfactory teaching are similar to those at the previous inspection. Teaching in the Foundation Stage is well organised and helps the pupils to achieve well and make a good start to their education. The children quickly settle because of the good arrangements before they enter. They build well on their early confidence and the good range of well focused activities develops their skills across all areas of learning, enabling many children to exceed the goals for children at the end of the Reception year in most aspects of their work.

### **Summary of teaching observed during the inspection in 65 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 ( 2%)	7 ( 11%)	33 (51%)	21 ( 32%)	3 ( 5%)	0 ( 0%)	0 ( 0%)

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

19. English and mathematics teaching is generally good. Lessons are planned well with a clear structure. The activities are mostly matched well to the pupils' different capabilities. As a result, pupils usually make good progress in lessons. However, teachers are not consistent enough in ensuring that younger pupils apply their early knowledge of grammatical skills and this affects their attainment in writing. Reading is taught well and staff encourage a good range of reading habits so that pupils have good word recognition and a ready interest in books by age seven. By age 11, pupils are regular and confident readers, regular borrowers from libraries, with good reading skills. They select mature texts for their age. In mathematics there is good sequence to lessons and individual lessons are well structured. In a Year 1 lesson, however, the jump in understanding from the initial task, which was taught well, to the main activity was too great and the pupils could not cope with the demands of the task. Generally there is good challenge in mathematics activities. Some mathematics lessons are promoted well by stimulating and thought provoking games activities, which demand much of the pupils' mathematical skills. Overall, gifted pupils are well catered for in English, mathematics and science, particularly in the juniors.

20. Teachers manage pupils confidently and relationships are very respectful. Teachers have very high expectations of behaviour to which the pupils respond well. As a result, pupils engage effectively in their activities, apply themselves well and their learning is productive. Learning proceeds smoothly with a good flow to lessons. Teachers intervene effectively in learning to ensure pupils remain focused and do not waste time on irrelevancies. They ensure pupils are using equipment correctly, as when Year 3 pupils used light boxes to create shadows in a science lesson. Teachers give pupils good opportunities to put forward their views, to negotiate an answer or to provide a viewpoint, often through the effective use of paired pupil discussions which also promote pupils' speaking and listening skills. Teachers value pupils' contributions and listen carefully to what they have to say, thus promoting the pupils' self-esteem and confidence. They give pupils opportunities to think and reflect on their own experiences. Teachers' own conduct and example, and the relationships that they have with pupils, enhance pupils' own values. They make good use of resources in lessons to help pupils understand and to involve pupils practically in meaningful work.

21. The introduction to lessons is usually good with helpful revision of previous learning. Learning intentions are clearly outlined and the success criteria established, though these are not always returned to in the conclusion to lessons to assess whether the pupils have been successful. Teachers research their lessons well and show good subject knowledge. They ensure pupils understand the focus of the lesson. The use of technical language in measured steps helps pupils to assimilate its meaning and develops their vocabulary. Thorough long and medium-term planning helps the lessons to follow on sequentially. There is usually a good balance of activity and discussion in lessons.

22. Teaching of pupils with special educational needs is satisfactory overall in the withdrawal groups and occasionally good. It is mainly good in whole class lessons, especially when there is individual support for pupils with specific learning or physical difficulties. However, teaching is inconsistent at times because pupils with behavioural needs are not always sufficiently guided. This is because they do not have any specific targets that relate to behaviour on their individual education plans. Teaching assistants are deployed effectively in helping pupils with specific learning needs or disabilities. They work quietly and sympathetically with them, help to sustain their interest and ensure comfortable working conditions that take into account their particular physical difficulties.

23. The structure of the timetable results in some lessons starting late. Some lessons started late because previous physical education activities over ran. This affected the quality of a Year 5 lesson, which was rushed and then lacked enough drive and purpose. Late arrival back from swimming affected the learning in another lesson. In a Year 4 lesson, there was not enough time for the activity session because the combined play and assembly time resulted in a late start.

24. Teachers manage information and communication technology lessons effectively and there is a clear structure to them, but they do not always see the potential for its use in other lessons and in most lessons observed, computers remained unused. Occasionally, teachers make good use of information and communication technology to present lessons. The introduction to a Year 6 geography lesson was strengthened significantly by drawing on Nelson Mandela's autobiography in this way and a Year 6 art lesson profited from a slide show of the pupils' recent residential visit.

25. Assessment is very good, and much improved since the last inspection. Teachers track pupils' work well across the school and make good use of assessment information to plan future lessons. They keep very good records of pupils' progress in all subjects. They know the pupils well as a result. Individual education plans are written well with very clear targets. Marking is up to date and the best gives pointers for improvement. Some teachers do not ensure that pupils respond to their written comments and the full value of their marking is lost. Teachers negotiate with the pupils clear targets for their further improvement in mathematics and literacy and these help the pupils to be aware of how they can improve. The regular assessments help teachers to know which children need extra group work. The school makes very good use of national and other test information to compare the progress of boys and girls. The analysis of pupils' responses to questions also helps to identify which aspects of work need a further focus.

## **The curriculum**

There is good breadth to the curriculum in the Foundation Stage, infants and juniors. Opportunities for enrichment are very good. Accommodation and resources are good.

### **Main strengths and weaknesses**

- Significant changes have been made to the curriculum across the school in the past four years to make it imaginative, rich, relevant and enjoyable for all pupils.
- The timetable organisation restricts class work patterns and information and communication technology is not used sufficiently in all subjects.
- Visitors, visits to places of interest, residential visits and extra-curricular activities enhance curriculum provision very well.
- There is a very good programme for gifted and talented pupils.
- The recommended time for teaching the curriculum is lower than it should be. The combined long gap for assembly and playtime in the morning interrupts learning.
- The accommodation for the Foundation Stage is restrictive and access to the outside area is limited.
- The room used for groups of children with special educational needs is uninspiring.

## Commentary

26. In recent years, the curriculum has been reviewed rigorously and improved to promote high standards. Foundation Stage children enjoy a practical curriculum that is planned fully in accordance with that required for their age. Strong emphasis is placed on developing children's personal, social and emotional development and promoting their speaking, listening and early literacy skills. Activities are relevant to children's age and interests and make learning fun. Individual needs are taken into account so that all children make a good start to school life. The staff provide a wide range of interesting activities for the children, despite the small size of the classrooms in this part of the school which cramp the activities.

27. Years 1 to 6 pupils engage in a wide range of work. Practical investigations and activities, problem solving, discussions and debates are integrated effectively into other lessons. Pupils are challenged to use their imagination especially in writing, design and technology and art and design to the full, confirmed in their high quality sculptures, artwork, long interesting stories and poems that arouse the emotions of the reader. However, there is still some work to do in Year 1 to reduce the use of worksheets that hinder pupils' own ideas. Teachers throughout the school place strong emphasis on pupils' personal development and develop their initiative to make important decisions about their work and express their own points of view. This is a significant improvement since the last inspection when such opportunities were limited.

28. Statutory requirements for the National Curriculum are met, together with local requirements for religious education. There is a good programme for pupils' personal, social and health education, including sex and relationships education and drugs awareness. There is a considerable amount of time for literacy, which has sustained high standards in English over the past four years. Pupils' good literacy skills are utilised effectively across the curriculum, especially in the junior stage. However, the timetable is restrictive because most of the morning is taken up with literacy and numeracy activities leaving the hall largely unused and confining physical education lessons to the afternoon. This resulted in six classes having games at the same time. Inclement weather consequently leads to a cancellation of physical activities on such occasions for most of these classes.

29. Total teaching time is below the recommended minimum in the juniors by 35 minutes per week. The school is to address this shortfall for the next academic year. Lesson time is largely maximised and pupils complete a great deal of work in them. However, some lessons are late starting. Currently the combined assembly time and mid morning break result in a three-quarter hour and overlong interruption to the flow of learning in the morning.

30. The provision for pupils with special educational needs has been improved since the previous inspection. The Code of Practice is now fully in place and the good developments in English have led to pupils' good progress through the additional literacy programmes. Pupils in the withdrawal groups are now taught in a small designated room, rather than in the corridor. However, the room is not inspirational and is in marked contrast to the rest of the school. Good provision is made for pupils with English as an additional language.

31. Pupils are prepared very well for subsequent stages of education. Programmes of work help pupils to develop their knowledge, skills and understanding sequentially and build on their existing knowledge. The school provides a very good programme for gifted and talented pupils who have been identified well and involves them in problem solving and high level thinking skills. This programme is supported by links with a nearby school, visitors skilled in working with such pupils and the school's own teaching staff.

32. The school provides a very good and varied programme of experiences for many pupils outside the day, such as sport, music and information and communication technology. The school choirs and orchestra are attended well. Sports clubs are popular. Visitors and visits to places of interest do much to enrich the curriculum for pupils of all ages. Year 5 pupils begin to learn French and their residential trip to France gives them an awareness of another culture and setting. Year 6 pupils' residential visit to Shropshire furthers their geographical and historical knowledge. These

experiences do much to add to pupils' knowledge of the world beyond the school and add to their social development.

33. There is a good number of teaching staff with appropriate qualifications and a range of expertise to meet curricular demands. The Foundation Stage staff are knowledgeable about children of this age. Teaching assistants complement the work of class teachers very well. They offer much support to all the pupils, but especially those with special educational needs.

34. The school's accommodation is good overall, an improvement since the last inspection. A refurbished library, together with a spacious new building which houses the junior classes including a large hall with a sprung floor, have added significantly to the school's facilities. The repositioning and expansion of the ICT suite allow for disability access. Classrooms for the Foundation Stage are small and one classroom is difficult to keep warm. As at the time of the last inspection, access from these to a suitable secure and equipped outdoor area is limited. This is holding back children's physical development. There are plans for immediate further development of the Foundation Stage and advanced thinking for a music room and two practice rooms.

35. The large, attractive playing field adds much to the general school environment and is an excellent resource. The environmental area and pond are used effectively to enhance learning in science. The three playgrounds enable pupils of different age groups to play happily together.

36. Resources are good and this, too, is an improvement since the last inspection. The library has been stocked with many new non fiction books. It is now used frequently to develop pupils' independent research skills. In classrooms, there is a good range of fiction books, but there are not enough books to interest the very able readers in Years 3 and 4.

### **Care, guidance and support**

The school offers its pupils very good care and guidance in a safe and supportive environment and very good support based on monitoring their progress. The school seeks the pupils' views well.

### **Main strengths and weaknesses**

- Procedures for the care, health and safety of pupils and adults in the school are very good.
- The school enjoys a deserved reputation for being a safe place for children to learn, develop and mature.
- The school buzzes as a community that exhudes mutual trust and support.
- Very good induction arrangements support the children's entry to school.
- The School Council has yet to reach its full potential.

### **Commentary**

37. The high standards of care identified in the last inspection have been maintained. Pupils are provided with a very caring and supportive environment. All staff know their pupils well so that the pupils in turn know that they are important and matter as individuals within the school community. Assessment is consistent; teachers plan work to meet the needs of their class. Pupils demonstrate the capacity to work independently and welcome the opportunity to do so.

38. Child protection procedures are well established and comprehensive. There is an emphasis on whole school involvement in all child protection and welfare issues. There are regular updates for staff and an overall staff awareness and confidence with regard to every aspect of child care and protection.

39. Parents are right to be very pleased with the care that the school offers to their children. The inspection confirms their view that the school is developing its pupils to become mature and caring individuals. Pupils and their parents who are new to the school receive very good induction information and supportive admission arrangements. These include visits to pre-school nurseries

by teachers and staff, together with reassuring home visits to keep any apprehension felt by parents and children to a minimum.

40. The school's support for pupils' personal development, relationships and achievement is very good. All staff work well together as a strong and effective team and involve parents to encourage pupils to develop confidence, self-esteem and to reach their potential. Achievement of every kind is recognised and celebrated. A weekly 'Gold Book' assembly ensures that pupils appreciate the importance that is placed upon their individual efforts.

41. The school works in the best interest of pupils with special educational needs to safeguard their welfare and promote their development. All staff take careful consideration of pupils' individual needs and backgrounds.

42. Pupils feel that there is always an adult that they can turn to if they are worried about anything at school. They know that bullying is not tolerated. Pupils are completely confident that any inappropriate behaviour directed towards them would be instantly and effectively addressed.

43. Pupils love their school. They appreciate every aspect of their life with each other and the staff. The positive and caring ethos equips its pupils to be part of a community where working and caring for each other is the norm. As a consequence, there is a constant and tangible buzz of anticipation and enjoyment in every part of the school building.

44. Pupils with special educational needs are cared for well. They are provided with close support and guidance during small group sessions and they receive individual attention when appropriate. However, there are not enough teaching assistants to help teachers manage pupils' learning more consistently and to give in-class support for all year groups, although the provision is being improved by the school. Pupils' academic needs are assessed accurately and all have individual education plans with clear targets for literacy and numeracy, though behavioural aspects are less in evidence.

45. Pupils appreciate the school council's representation of their views. The highly articulate and clear thinking council members indicate that they feel there is more that they could usefully contribute, adding more value to their involvement with the day-to-day life of the school. They are emphatic that it should meet more regularly and be more structured. Pupil members would like to have a greater role in discussing matters, such as overall school behaviour and other school rules, as well as discussing the school environment and facilities. The inspection team agrees that members of the school council have the capacity to undertake this added dimension to their work.

46. Thorough maintenance ensures that the building and school equipment are safe. Accidents are rare, and any occasional problems or difficulties relating to safety in the school are immediately addressed. Physical security of the building and grounds is very good. The school building is spotless. The extensive grounds are maintained immaculately and they are deeply appreciated by pupils, staff, parents and visitors alike.

## **Partnership with parents, other schools and the community**

The school has a good overall partnership with parents. Links with the wider community are very good. There are excellent links with other schools and colleges.

### **Main strengths and weaknesses**

- Parents hold very positive views about the school.
- The school has forged very effective links with the community.
- There are excellent links with other schools and colleges.
- A strong and thriving Parents' Association further strengthens links and provides substantial additional funds to the school.



- Newsletters and some other communications to parents are sparing and they do not always fully reflect or celebrate life in the school.
- School reports on pupils' progress tend to be formulaic.

## Commentary

47. As at the last inspection, parents are very satisfied with the school and very supportive of it. They have every confidence in the staff and believe the teaching to be good and this is confirmed by the inspection. Parents are very appreciative of everything the school provides for their children. Staff encourage parental involvement in the life of the school and in supporting children's learning. Many parents are actively involved in helping the school, on visits and through various functions they perform. In part, this involvement contributed to the school achieving an "Investors in People" award.

48. The school has well developed links with the wider local community and has particularly strong links with the Hayes Village Association. Local clergy visit regularly and the school has links with, and visits, a nearby synagogue. The school choir has built up a well deserved reputation and performs at a variety of venues and for special occasions and the school's gymnasts have given displays at both school and other local functions.

49. Parents of pupils with special educational needs are included well in termly reviews and they are consulted regularly. A few parents expressed the view that there are not enough assistants in classes to help their children and the inspection team agrees. However, the school has recently appointed two new assistants and it intends to increase its provision further.

50. There is a well attended Parents' Association, which has assumed an ongoing role to enhance resources and to support the whole school community. A wide range of well supported and successful fund-raising initiatives and social events involve a willing local community to support the school. Additionally, the Association has fostered some extremely positive local and wider business links.

51. The school makes continued and substantial contributions to charities, which are focused upon helping less fortunate children. The school raised over £1000 to buy some goats for a goat co-operative, benefiting children and their families in India. The school is currently involved in a brick appeal to build a school in Kenya for children whose lives have been blighted by HIV/AIDS. At the same time, pupils are learning of this global tragedy and how it affects whole communities. Pupils are now writing to the children involved and are becoming aware of their plight.

52. The school's open door policy for parents enables them to discuss any matters of concern. Regular parents' meetings and workshops for parents help them to understand and to assist in their children's learning in conjunction with the Home/School agreement. The school's prospectus is detailed and informative, as is the annual governors' report. However general communication for parents is insufficient. Newsletters are sent out to parents three times a term and do not do enough to celebrate school life. Annual reports to parents are rather formulaic in their tone and presentation. They contain no space for either pupils or parents to make any form of contribution or comment. A significant number of parents have indicated that they feel that they could be kept better informed about life in the school and be given greater notice for meetings and other events. There was some comment that better use of a notice board on the school website would be helpful. The inspection team agrees.

53. The school has actively developed excellent links with other schools and colleges. These links are meaningful, mutually supportive and produce very real benefits for both pupils and staff. There is a very close relationship with the main receiving secondary school. Pupils and teachers interchange and there is a highly developed 'peer mentoring scheme' where specially trained lower sixth form students meet and mentor Year 6 pupils and support them before and after their induction to the secondary school. This is supported by set academic projects that bridge into their new schemes of work. Additionally the school has fostered very good relationships with many other local

schools and supports several teacher training colleges. The school has fostered some exciting international school and college exchange links.

## **LEADERSHIP AND MANAGEMENT**

Governance is good. The headteacher gives good leadership and the school is managed very well. Key staff offer good support in fulfilling their responsibilities.

### **Main strengths and weaknesses**

- The school is a continually self-evaluating organisation which keeps the curriculum and internal organisation refreshed.
- The governing body has a good knowledge of the school's strengths and areas for development and includes a wide range of expertise.
- The school makes every effort to cater for different needs and circumstance of its pupils.
- Teachers have good opportunities for professional development.
- There is scope to increase the amount of teaching time and re-organise the timetable arrangements more profitably.
- Day-to-day financial and administrative systems work effectively.

### **Commentary**

54. Leadership by the headteacher is good, as at the last inspection. There is a clear commitment to high standards and pupils achieving well as seen in the successful results by age 11 in English, mathematics and science. There is also a clear determination to include all pupils, including those with disabilities, and this is managed successfully, heightening pupils' awareness of the needs of others. The headteacher devolves responsibility effectively, so that staff are enabled to fulfil their roles securely and develop professionally. At the same time, he maintains a sensitive control and awareness of the overall provision. He has a good working relationship with key senior staff and their roles are clearly defined.

55. The headteacher works well with the deputy heads. The non-teaching deputy provides a strong support in developing monitoring, planning and assessment systems so that the role of subject leaders and the tracking of pupils' progress are much improved since the last inspection. Monitoring of teaching quality is developing well and targets are set for improvement of teaching quality and followed through.

56. The headteacher has secured good professional relationships with staff and parents, though general communication could be improved. Overall strategic planning is effective, but the school improvement plan does not always indicate the means to measure the success of different initiatives or allocate finance to them. The school's priorities for development reflect the current needs of the school and the school is on schedule in its quest to fulfil them. Much improvement has taken place in the monitoring of the school's work since the last inspection and this now forms an important part of the school's efforts to make further improvements.

57. The senior management team fulfils a key role in the school in sparking off initiatives and continuing the drive for improved standards. There are very clear systems for evaluating the quality of curriculum provision. Whilst the monitoring of work is well developed in English and mathematics in the promotion of good standards, there is still progress to be made in other subjects.

58. The leadership and management of special educational needs is sound. The coordinator maintains the school's documentation well in an orderly manner and liaises with class teachers and the responsible governor effectively to identify pupils' needs and help write individual education plans. However, she does not teach or support pupils within classes nor observe teaching and learning to ensure that the limited number of teaching assistants are used appropriately.

59. The governing body is effective in its work. It has a range of professional expertise, which enables it to function well and to fulfil its statutory responsibilities. It organises itself effectively and all committees have written terms of reference which guide their work. It has good financial expertise. It has a good view of the school's strengths and areas for development, though it still relies heavily on the headteacher's advice for a focus when they visit. There is not a clear plan to analyse the curriculum provision for itself, tending to rely heavily on the presentations by staff of its curriculum development. Nevertheless, it works hard and is prepared to challenge decisions and to seek justification for intended actions. The chair of governors visits the school regularly and guides its development. The special educational needs governor is a regular weekly visitor and does good work in the special educational needs department. The governing body's concern for pupils' health and safety is a strong aspect of its work.

60. Management is very effective. A key feature of the school's work is self-evaluation. This is seen in annual reviews of teachers' individual work, in curriculum renewal and development of the schemes of work and teachers' weekly evaluations of their own class work, which inform their future lessons. Teachers' termly evaluations of the programme of work enable subject leaders to provide a termly report, which helps to keep the curriculum refreshed with new ideas and to discount activities which are less successful. This evaluative activity feeds into their subject action plans so there is a continuing process of improvement.

61. A very strong feature of the headteacher's management style is his concern for the staff's professional development, their training needs and career aspirations. This is a regular feature of the calendar, in addition to performance management, which is managed well. These systems link in closely with school development and teachers' professional needs, and meet requirements effectively. Teachers have a clear view of their strengths and areas for development as a result.

62. There are very good systems to manage the school on a daily basis. The administrative staff provide a warm welcome to visitors and manage the office functions efficiently. Finance is managed well on a day-to-day basis. The finance officer has good financial skills and is a very good support to the governing body and the headteacher in monitoring and planning the budget. The most recent financial audit report was good and the few minor matters have been attended to. The principles of best value are considered thoughtfully when purchases are made.

63. The school profits from a professional and hardworking staff and supportive parents. The pupils' are conscientious in their approach to their work and well motivated with very good work attitudes. The leadership of the school is effective in developing staff's expertise through monitoring their teaching performance and a calendar of discussions to meet their professional needs, including induction. School self-evaluation of its practice is a strong feature of its work. Assessment systems effectively support pupils' ongoing progress. The less than nationally recommended time devoted to teaching is a barrier to more effective provision as is the organisation of the timetable, which is not very imaginatively organised, restrictive of hall use and sometimes results in lessons starting late. Plans to re-organise the timetable are in place.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	1,303,982	Balance from previous year	28,465
Total expenditure	1,302,551	Balance carried forward to the next	29,896
Expenditure per pupil	2,273		

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

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

#### **Commentary**

64. Children enter the Reception classes in the September and January during the year in which they become five. Attainment on entry is above that normally found for children of this age. Many speak confidently, some are already able to read and write short sentences.

65. Teaching is good in all the Reception classes as staff have a very good knowledge of the best ways in which children of this age learn. This facilitates children's good achievement in most areas of their learning. However, children's physical development is held back by the limited access to an outside area and their achievement in this aspect of their learning is satisfactory. Many of the children exceed the expectations for the end of the Reception class in all areas of their learning, except in their physical development. This represents improvements in their creative and mathematical development since the last inspection.

66. Staff make the most of available space, despite the small size of the classrooms which constrains the range of activities that can be offered. They provide tasks that are relevant to the age and interests of the children so that they hardly realise how much they are learning.

67. Leadership and management are good. The Foundation Stage leader has a clear view of the strengths and weaknesses of this phase. Over the past year, all staff have worked together well to bring about important changes to benefit the children. Curriculum and lesson planning are now linked effectively to the areas of learning required for the Foundation Stage rather than the subjects of the National Curriculum. There is good blend of adult-led activities and those that the children initiate for themselves.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- There are many opportunities for children to use their initiative and become independent.
- Children enjoy very good relationships with adults and their classmates, working together happily.

#### **Commentary**

68. Many children are on course to exceed the early learning goals at the end of the Reception year. Staff provide many opportunities for children to use their initiative and become independent. Children's books, displays of work and photographs show that they are enabled to express their ideas especially in writing, design and technology, art and design and role-play. In discussion, children talked animatedly about their visits to a pizza restaurant where they made their own pizzas. The visit satisfied their curiosity about what happens behind the scenes in such restaurants.

69. Staff have high expectations of children's behaviour and attitudes to learning. Children respond very well to this so they work happily together and are very sensible when moving about the cramped classrooms. Very good relationships mean that there is a really positive, racially harmonious learning environment. Children also learn about the cultures of their classmates through celebrations, such as The Chinese New Year and Christmas.

70. Resources and limited space are organised very well so that children concentrate hard on their activities for extended periods of time. For example, they play in the role-play areas, on the computers, complete jigsaw puzzles, browse through books, write or play games. Sometimes, adults are also involved in the tasks to take learning forward quickly, but on other occasions, children cooperate well with their friends.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Staff provide many good opportunities for children to develop their skills in speaking and listening, reading and writing.
- The *Bear Hunt Club* is very successful in motivating children to learn to read.

### **Commentary**

71. Many children are on course to exceed the early learning goals at the end of the Reception year because they are taught well. Brighter children are already reaching the early levels of the National Curriculum. Many activities, including role-play, across all the areas of learning promote children's speaking and listening skills. Staff interact with the children to extend their vocabulary and help them to express their ideas confidently and in an articulate manner. Teachers make good use of some techniques from the National Literacy Strategy to promote a variety of skills. The story '*Giraffes Can't Dance*' provoked much discussion about being kind. In addition, children recognised or learned words used often in the story. To follow up, the children acted out the story using toy animals and wrote the story in their own way, finding words in the book. Children's very good attitudes do much to enhance their speaking and listening skills as they take it in turns to talk, listening patiently to their classmates.

72. Some children start school already able to read. This is built on effectively in guided reading sessions and these children are now reading within the early levels of the National Curriculum. Parents are effective in their support of children's reading skills as they hear them read at home and inform staff of their child's progress through the home-school reading diary. The *Bear Hunt Club* is very successful in motivating children who find learning to read difficult. A teaching assistant shares high quality, amusing children's literature with small groups. The children take these books home to share with their parents and over time they begin to read familiar words. Parents are right to speak highly of this initiative.

73. Staff provide many opportunities for children to write for a range of purposes. They write about their visits, short stories and letters. In one letter, a child wrote to her mother, '*I love you so, so, so, so, so, so much*'. Children use a clear style of handwriting as they are taught to form their letters correctly. They do their best to spell words accurately and take pride in presenting their work well. The brightest children are already reaching the early stages of the National Curriculum. Others are just beginning to write simple sentences unaided.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Many practical activities, children's very good attitudes and teaching methods from the National Numeracy Strategy enable children to exceed the early learning goals.

## Commentary

74. Many children are on course to exceed the early learning goals at the end of the Reception year because they can count confidently in two's, ten's or five's up to 100. They can also recognise numbers up to 100, name two and three-dimensional shapes and give the time when they have breakfast, lunch and tea. Games using dice, number rhymes, role-play and visits to a farm shop help children to understand the importance of mathematics in daily life.

75. Teaching is good because staff use methods from the National Numeracy Strategy to develop children's mental arithmetic skills, recognise numbers up to 100 and carry out simple addition and subtraction sums. Short, but clearly focused adult sessions, are followed by a range of activities, which meet the needs of children with different abilities and enhance their rate of learning. Mathematical vocabulary is developed and extended in play situations, as when children who were building and counting with large blocks were encouraged to talk about why one was *taller* and another *shorter*.

76. Teachers' provide interesting things for the children to do which develop their very good attitudes to mathematics. They are eager to demonstrate their developing skills in adult-led sessions and cooperate well in small groups and learn from each other.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

### Main strengths and weaknesses

- A good curriculum, relevant to children's interests and including visits, helps them to learn about the world around them.

## Commentary

77. Good teaching and a rich curriculum enable children to exceed the early learning goals at the end of the Reception year. Recent visits to a small farm, a farm shop and the pizza restaurant, where the children dressed as chefs and made their own pizzas, enabled them to learn a lot about the world around them. These visits were linked well to mathematics, creative development, speaking and listening, reading and writing and mathematics to make learning really purposeful.

78. In addition children:

- plant seeds, find out what they need to survive and measure them as they grow;
- go on walks around the school grounds to identify the sounds they hear;
- explore the way that ice melts. Staff filled rubber gloves with coloured water and froze them. These *frozen hands* caused the children to wonder in amazement and gave them many opportunities to ask questions, hypothesise and make predictions;
- know about the properties of different materials;
- use the computer to develop their literacy, numeracy and art skills;
- complete jigsaws;
- learn about celebrations, such as weddings and how they are celebrated in different cultures;
- know about toys now and in the past;
- draw maps, such as their visit to the farm or *Red Riding Hood's* route to Grandma's house.

79. The children really enjoyed investigating fish. They held a mackerel and this caused much hilarity and surprise, as children felt its slimy and scaly skin and commented on its smell. Such activities make learning fun for the children so that they achieve as well as they can.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- The lack of space hinders children's progress in physical development, but staff do their best to overcome the difficulties.

### Commentary

80. Children are on course to meet the early learning goals at the end of the Reception year because staff do their best to overcome the challenges of the difficult accommodation. The outside area close to the Reception classrooms is very small and does not allow for climbing equipment. It is not easily accessible and so time in this area or the small playground close by is time-tabled. Tasks are planned carefully to link with the areas of learning and are supervised effectively so that children's learning moves forward. The children show satisfactory skills when they play on tricycles and other wheeled toys in the small playground. As there is no sheltered area, learning outside the classroom is dependent on the weather. The hall is used well to give some opportunities to dance, balance and travel along benches. Opportunities to use malleable materials, scissors and other resources improve their manual dexterity, although not all find it easy to cut out shapes easily.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Staff provide good opportunities to develop children's creativity.

### Commentary

81. Children are on course to exceed the early learning goals at the end of the Reception year. Staff take part in children's role-play activities in *The Vet*, *Pet Shop*, *The Jungle*, *Office or Pizza restaurant* to extend learning. In recent work about *Goldilocks and the Three Bears*, children painted pictures of their teddy bears. These reflect good observational skills, as well as skills in colour-mixing. Their abstract paintings and paintings in the style of Jackson Pollock are high quality. Following the visit to the local pizza restaurant, children made fabric pizzas, sewing sequins and wool on to felt. These illustrate children's individuality and initiative, as each one is different. In addition, children use construction toys and road tracks imaginatively. Good teaching overcomes the limitations of the size of the classrooms so that creativity can flourish.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **very good**.

### Main strengths and weaknesses

- Standards are very good in Year 6, but there are weaknesses in writing in Years 1 and 2.
- Pupils' attitudes and behaviour contribute significantly to their achievement.
- Leadership and management are very good.

## Commentary

82. Pupils achieve well in the juniors and standards in Year 6 are well above average. This is an improvement since the last inspection when they were judged to be above average. National test results for the school's 11 year olds have remained at a well above average level for the last four years. In 2004, verified results show that almost all pupils reached the nationally expected level and almost one half the higher level. These improvements stem from determined efforts to enable pupils to do as well as they can, together with high expectations of what pupils can achieve. When consideration is given to the combined aspects of English, the current standards are above average in Year 2. This is similar to the findings of the previous inspection. Year 2 pupils' achievement is satisfactory overall.

83. The trend in improvements in national test results is below that found in schools nationally in the infants. This is reflected in the findings of the inspection. While standards in speaking and listening and reading are above average, they are average in writing. There are several reasons for the decline in standards in writing. In Year 1 especially, teachers use too many worksheets that limit opportunities for pupils to apply their developing literacy skills effectively. This leaves a lot of ground for teachers in Year 2 to make up. Pupils' knowledge of the sounds that letters make is not sufficient to enable them to spell correctly and teachers do not insist that pupils use punctuation consistently. Whilst teachers' marking praises pupils' efforts and comments are made about the content of stories or news items, opportunities to help pupils use punctuation accurately are missed. There are fewer very able pupils in the current Year 2 than in previous years.

84. Pupils with special educational needs or English as an additional language, throughout the school make good progress because they are supported effectively in lessons. In the junior stage, brighter pupils are challenged and extended really well. The National Literacy Strategy has been adapted to meet the needs of the school. A significant amount of curriculum time is given to teaching reading and opportunities for pupils to write at length. This is proving very successful, as shown by the high standards in Year 6. Homework is used effectively to enhance pupils' reading skills and spelling.

85. Most pupils in the junior stage are really articulate. They draw on their wide range of vocabulary to communicate meaning very clearly. They listen attentively and then express their ideas and opinions in a confident, polite manner. These skills are taught very effectively through discussions and debates. The very good programme for the gifted and talented pupils adds much to their communication and thinking skills. In lessons, pupils are often invited to discuss their ideas with a friend before sharing them with the rest of the class. These high level skills are applied by pupils to their writing for a wide range of purposes so that arguments and stories are constructed very well. Pupils know how to adapt their vocabulary for the audience and purpose of their discussion or writing. For example, they write high quality imaginative, extended stories, letters of complaint or opposing a development that is prejudicial to the environment and poems that capture tensions, moods or feelings very effectively. When trying to write a cinquain poem, one pupil wrote:

*Trying  
To think of poems  
They're just so hard to write.  
I'm really trying to think, but  
I can't.*

86. Pupils in Year 2 are not as confident in speaking and listening, although some can hold an interesting conversation. Role-play situations in Year 1 do much to promote and extend pupils' vocabulary, building on the work done in the Foundation Stage. In lessons pupils listen attentively and respond correctly to directions and answer questions well. However, they sometimes restrict their answers to one word, as teachers' questions do not always provoke extended answers. Their writing does not always have the flair and imagination required to reach the higher level. That said, pupils write for a wide range of purposes, including stories and postcards, and they made non fiction books about mini beasts that allowed them to develop their research skills and use their initiative.



87. Most pupils enjoy reading and it forms an important part of their school work and home life. Pupils in Years 1 and 2 make satisfactory progress in reading. However, pupils' knowledge of the sounds letters make is not as good as it should be and this makes it hard for them to work out unfamiliar words. Some pupils prefer to be told new words rather than use the text or pictures as clues to help them work them out.

88. Year 6 pupils read with real expression and comprehension, often understanding the complexities of plot, character and motive very well. They have a wide knowledge of children's literature and their own favourite authors. Some have read really challenging books, such as those written by Tolkein. Their research skills are very good and they know how to use the library classification system effectively. This is an improvement since the last inspection. Throughout the school, pupils use dictionaries and thesauruses effectively to aid their reading and writing. The library has recently been restocked with non-fiction books and the substantial cost was covered by funds raised by parents. Fiction books are kept in classrooms and as pupils get older they are rightly required to take responsibility for changing their books. While there is a good range of children's literature, there are not enough books to challenge the brighter pupils in Years 3 and 4.

89. Pupils' attitudes and behaviour contribute significantly to the high standards reached by the end of Year 6. This means lessons have an industrious atmosphere and pupils apply their very good work habits consistently. It also means that teachers and support staff can work effectively with small groups taking their learning forward without interruption. Throughout the school, pupils take pride in the presentation of their work. Handwriting is often joined, fluent and neat. The content of their work is considered carefully and older pupils are happy to redraft their work, refining their ideas so that the finished item is of high quality. In most lessons they complete a lot of work.

90. Teaching in most lessons observed was good. It was very good in Year 6 and consistently good in Year 2. This is because teachers have high expectations of what pupils can do and know that they will always do their best. The curriculum is an interesting one, relevant to pupils' ages so that they really enjoy learning. Lesson planning is detailed and relationships are very good. Activities are explained well so that pupils are very clear about what they have to do. Mostly lessons have a good pace. Handwriting is taught very well in most classes; however, not all staff provide good role models in their writing on the classroom marker boards or in pupils' books when they are marking work. Pupils' progress is assessed very well and individual targets for improvement are set. This gives them a very good idea of how well they are doing and what they need to do to improve.

91. Leadership and management are very good. The subject leader has a very clear idea of the strengths and weaknesses, especially in writing in the infants. Very good action has been taken to sustain high standards at the end of the junior stage, to improve the library, to support pupils who have difficulty learning to read and raise the quality of pupils' handwriting. The quality of teaching and learning is monitored carefully. The subject leader has identified the need to improve skills in reading and writing in the infant stage and has a clear action plan to bring about improvements.

92. Book Fairs, reading club, poetry and writing competitions, drama workshops and productions and national intervention programmes to support pupils with special educational needs do much to enhance pupils' achievements in English. Displays of pupils' written work around the school are high quality. They celebrate their achievements really well and this raises pupils' self esteem.

### **Language and literacy across the curriculum**

93. Language and literacy is used extensively across the curriculum. For example in numeracy, infant pupils wrote instructions for a game and explanations about the way they made their *moving pictures*. Junior pupils write evaluations of famous works of art in art and design and explanations and evaluations in design and technology as well as accounts of historical events and the importance of eating healthily and protecting the environment. In science, pupils write up their experiments in the correct manner with hypotheses, action taken and their findings. Diaries of a residential visit to France give a clear idea of pupils' feelings about their experiences.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards at Year 6 are well above average.
- There is good tracking of pupils' progress as they move through the school.
- The use of information and communication technology (ICT) to support teaching and learning is underdeveloped.
- Pupils enjoy their lessons and work productively.
- The subject is led and managed well.

### Commentary

94. Standards in Year 6 are well above average. The school caters well for its higher attaining pupils with 49 percent of Year 6 pupils attaining the higher level in the national assessments in 2004. In contrast, standards in Year 2 are average with the number of pupils attaining the higher level in the national assessment in line with the national average. This represents a drop in standards since the last inspection, but reflects the abilities of the current cohort, which contains less pupils of a higher ability than is usual for the school. Attainment in other year groups is above average.

95. Pupils achieve satisfactorily by Year 2 and well by Year 6. Teachers modify tasks to match the abilities of pupils and provide appropriate challenges in lessons for all pupils. The method of grouping pupils by ability in Years 5 and 6 is particularly effective in allowing teachers to match the work more closely to the pupils' capabilities. There is no discernible difference between the achievement of boys and girls. Pupils with special educational needs and those who speak English as an additional language make good progress because of the good support they receive from teachers and teaching assistants. Pupils from minority ethnic groups make similar progress to other pupils.

96. Current Year 2 pupils are working at levels appropriate for their age. They are acquiring an understanding of place value and they solve number, money and measures problems using different strategies. Pupils are already using informal jottings to help them with their calculations. They know the names of common two and three-dimensional shapes. They collect data and display the information in the form of a table or simple graph.

97. By Year 6, many pupils are working at a level above that expected for their age. They are proficient at solving problems using mental calculation, and are using informal and efficient written methods when necessary. They have a good understanding of decimals, fractions and percentages and how to plot coordinates. They are acquiring good investigative skills. In one lesson, pupils investigated the number of squares needed to frame a square of given size. As the result of some very good teaching, the majority of pupils were able to determine the relationship between the number of squares needed and the size of the square and express the relationship in simple algebraic terms.

98. The quality of teaching ranges from satisfactory to very good and is good overall. There are examples of good teaching in most year groups, but the teaching in Year 6 is particularly good. The training programme for the National Numeracy Strategy, and other training opportunities have helped most teachers to acquire good teaching strategies. As a result, teachers are good at developing pupils' numeracy and problem solving skills. A number of key strengths in teaching assist pupils' progress. Teachers plan an appropriate range of activities that meet the different needs of all pupils. In most lessons learning intentions are expressed clearly and reinforced by success criteria so that pupils are clear about what they are expected to learn. Teachers' effective assessment of pupils' immediate learning needs, good questioning and clear explanations enable pupils to build on previous learning. Practical equipment and learning resources are used effectively to support pupils' mathematical thinking. Lessons are well structured and well paced,

with teachers providing opportunities for pupils to reflect, to discuss and explain their work with “maths friends” and to the teacher.

99. In some lessons the endings are too rushed and pupils do not have enough time to assess their own success against the learning intentions. The use of information and communication technology is underdeveloped. Both of these areas have already been recognised as areas for development by the school.

100. Pupils enjoy their lessons. They have very good attitudes to their work. They show interest and respond well to the teachers’ high expectations by behaving well and working productively. The very good relationships fostered in lessons and good use of praise and encouragement by teachers and learning support assistants have a positive impact on pupils’ learning and progress.

101. Leadership and management are good. Test results are thoroughly analysed and used to inform future planning, set targets, and track pupils’ progress as they move up through the school. Teaching and learning are effectively monitored and evaluated by examining teachers’ planning regularly and by observing lessons and providing feedback. The subject leader provides a good role model, especially in his teaching of higher attaining pupils.

102. There has been good improvement in provision since the last inspection. There is improved coverage of all areas of the mathematics curriculum. There is improved achievement for higher attaining pupils in Year 6. Teaching and learning have improved along with the use of assessment information to track pupils’ progress.

### **Mathematics across the curriculum**

103. Pupils use their mathematical knowledge and skills well in other subjects, such as using bar graphs and tables to record data in science and coordinates in geography. In art, pupils use their knowledge of mathematical shapes to produce arrays reminiscent of the work of Kandinsky. However, more formal planning could increase such opportunities.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are well above average and pupils achieve well.
- Pupils have good opportunities to investigate and this develops the pupils’ thinking and their understanding of fair testing.
- Pupils cooperate very well with one another and have good attitudes to work.
- Subject leadership and management are good.
- Resources are good, and arranged well so as to support learning.

### **Commentary**

104. Pupils achieve well in science throughout the school and reach well above expected standards by the end of Years 2 and 6, as they did at the last inspection. Pupils cover a wide range of content and the curriculum fulfils statutory requirements. A significant feature of the work throughout the school is the good attention given to investigation. This emphasis promotes pupils’ keen sense of interest and their enjoyment of the subject, particularly in the practical element. They work hard in lessons and organise themselves effectively during activities with a maturity that is not usually found for their age. Year 5 pupils took turns quite naturally in acting as scribe in noting how they would tackle specific parts of an investigation. Pupils’ cooperation with one another facilitates a focused attention to the activities and they make good use of time.

105. Pupils demonstrate very good working attitudes. They bring a good general knowledge to their work, which supports their activities. They make good progress in lessons. Their written work is usually presented effectively with well tabulated results in a clear format, which helps them to interpret their conclusion, which they usually reason well. However, they do not always reason their predictions in their written work.

106. Pupils make good use of mathematics in reporting their results, for example in graphs and averages, realising that re-testing is an important part in ensuring the reliability of their investigations. They do not make such good use of information and communication technology, as in sensing or using their classroom computers to make tables to record results. Pupils show a good understanding of a fair test and they are particularly observant. A group of Year 6 pupils noticed that the positioning of the weights in the pan affected the relative distance that an elastic band stretched. Another group realised that the ordering of different shaped weights on top of each other also affected the length of stretch. Consequently they placed them in the same order to keep the test fair. Year 4 pupils were full of ideas when they were thinking of ways they could test features about animals, such as the food they liked best and how they would set up their test. Pupils are challenged well and rise to the tasks set.

107. Teaching and learning in science are good throughout the school. Teachers research their lessons well and make good use of the published background material so that they can present information correctly. They quickly settle the pupils to work. Teachers draw well upon pupils' knowledge to revise previous work and to think through new work. In the best teaching, teachers seek precision in pupils' responses by getting them to explain their thinking more fully. Pupils do this well and develop confidence in speaking in front of others, which contributes to their above average speaking and listening skills. During investigations, teachers make timely interventions, which sustain the pupils' thinking and keep them focused. Health and safety matters are considered well. A Year 6 teacher placed coloured sheets on the floor where individual groups were working so that the pupils would not stand directly underneath the weighing pan, in case weights dropped out on their toes. Teachers' marking of work is usually up to date, but pupils do not always pay attention to the remarks that they make about improving their work. Sometimes there are missed opportunities to use hand lenses and microscopes to assist the pupils' spiritual development, as when pupils were looking at seeds in various kinds of fruit in Year 1.

108. Leadership and management of science are good. Although only quite recently in post, the subject leader has worked hard to improve resources, which are now at a good level and well maintained and organised. She has been particularly effective in refining the scheme of work so it is more sequential with helpful ideas for staff to ease their planning. She has yet to scrutinise work, monitor teaching and gain a whole school perspective, but this is planned as the next step. The action plan for improvement is clearly focused on improving standards even further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Planning ensures good coverage of the National Curriculum, but teachers do not always see the potential in the use of classroom computers.
- Teaching has many good aspects, but some staff lack confidence in using the new equipment and software.
- Teachers do not provide work matched to differing abilities in some lessons.
- Resources have been improved since the last inspection.

## Commentary

109. Pupils' skills in information and communication technology in Years 2 and 6 are in line with national expectations and pupils achieve satisfactorily. The school has improved its provision for information and communication technology since the last inspection by improving resources for the subject. An improved information and communication technology suite was opened recently, which affords better teaching possibilities than before.

110. The quality of teaching is satisfactory overall with some good and very good teaching. In the good and very good teaching teachers display good subject knowledge and are confident users of the technology. The data projector is used well to explain teaching points and teachers are able to support pupils' learning effectively. In a Year 1 lesson, following a clear demonstration by the teacher, pupils were able to load the program, input data and produce bar graphs showing the favourite farm animals of pupils in class. Teachers' confidence and expertise have developed well through training. However, a few teachers could benefit from further training, especially in the effective use of the data projector and interactive whiteboard and the intricacies of some of the software they use in lessons. The part-time information and communication technology technician provides good support to staff and pupils and is on hand to deal with any technical difficulties that may arise.

111. Teachers' planning is supported well by national guidance supplemented by a commercial scheme. Pupils' work shows they are learning to use information and communication technology for word-processing, to draw pictures, to program floor robots, to find information on the Internet, for data handling using spreadsheets and databases and to make multi-media presentations that combine pictures, text and sound. Pupils enjoy their lessons and work well collaboratively.

112. In some of the lessons seen, teachers could have matched the work better to pupils of differing abilities. Pupils often had similar tasks to complete, which slowed the progress of the more able pupils, or occasionally left the less able finding it difficult to complete their work. Teachers do not always take note of what pupils already know and can do in their planning. Teachers track pupils' progress well as they move up through the school. Portfolios containing some pupils' work are kept in classrooms and by the subject leader, but the lack of leveling in order to gauge standards restricts their usefulness.

113. The subject leader is enthusiastic and the subject is soundly led and managed. It is evaluated every term as part of the school's self-evaluation process. The subject leader undertakes some monitoring through analysing teachers' planning and through discussions with pupils, but has not had the opportunity to observe any lessons. She provides good enrichment activities for some pupils through the Art Media Club and a workshop for the gifted and talented pupils.

### Information and communication technology across the curriculum

114. Information and communication technology is used in some subjects. For example, pupils use word-processing to edit text. Spreadsheets and database programs are used to represent data in mathematics and science. Pupils use painting programs to create paintings in the style of Matisse and Kandinsky. Older pupils use the Internet to search for information in history and geography. Nevertheless, given the resources available to the school, the use of class computers remains underdeveloped and opportunities are not rigorously planned in this respect. Classroom computers were not used to any great extent during the inspection.

## HUMANITIES

115. Three lessons were observed in geography and two in history. No substantive judgement can be made about provision as an insufficient range of evidence was obtained.

116. In **geography**, the indications are that pupils are achieving well. By Year 6, they have a good knowledge and understanding of climatic regions of the world. Good opportunities are provided for them to use a wide range of sources, including the Internet, and this aids the

development of their independent study skills. Strengths in the very good teaching observed in a Year 3 lesson included good planning that focused on increasing pupils' ability to debate proposals for changing the local environment. The teacher's excellent rapport with the pupils, very skilful questioning about the possible effects of building a superstore in the town and excellent links with English motivated the class very well. However, the pace of learning slowed at times for pupils with special educational because they were not sufficiently supported by teaching assistants and learning was hampered by weak literacy skills. Nevertheless, some inspirational prompting by the highly competent teacher fuelled discussions and led to a very lively exchange.

117. In **history**, pupils develop their research skills well by using artefacts and books. In a good Year 2 lesson, the teacher's clear focus on developing pupils' understanding of the 1900's through the theme 'At the Seaside' worked well. The good planning, very clear learning objectives and good use of assessment were positive aids to learning that resulted in pupils' good progress. They successfully made comparisons between present-day seaside holidays and those of long ago by considering the similarities and differences in bathing costumes and modes of transport. In Year 5, discussions about Victorian times took the study of Hayes from 1837 to 1901 as its starting point. The teacher's good focus on using pictures, photographs and census information from the period helped the pupils to consider the changes that have taken place over time and to compare life as it was then with the present day. Strengths in the teaching were good planning and a good use of maps to help pupils locate places within the local environment.

118. Pupils' recorded work is generally of a good standard; for example, in the Year 6 work on Britain in 1930's and in the work derived from pupils' visit to the Geffrye Museum. Pupils compare old toys with new and explore the thoughts and feelings of pupils being evacuated in World War II. They show a clear knowledge of food production and food rationing, and develop an understanding of the impact of the war on people's lives. The project work of pupils in Year 5 that focuses on the Victorian period makes good use of digital photography and includes links with design and technology in Victorian-style samplers sewn by the pupils. Mathematical skills are also used well for graphs and charts of old money to show pounds, shillings and pence. Activities are modified for pupils with special educational needs and the most capable, and teachers provide extension work to challenge the gifted and talented pupils. Personal study skills are well developed because pupils have plenty of opportunities to use a range of sources, including the Internet, to find and extract information.

## **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- The programme of work and resources have been developed well since the last inspection and the locally Agreed Syllabus is used appropriately to structure work.
- Good teaching overall means that pupils learn well.
- Some lessons make a good contribution to pupils' moral and social development.
- Pupils are encouraged to share their feelings about important events in their lives.
- Leadership of the subject is good.

### **Commentary**

119. Pupils' achievements over time are satisfactory. By the end of Year 6, standards are in line with the expectations of the locally Agreed Syllabus. However, developments to the teaching programme and good teaching mean that, in lessons overall, pupils make good progress with their learning. This is beginning to feed into higher standards, particularly at the end of Year 2 where they are above local expectations. By the time they leave school, pupils have a firm grasp of Christianity and the main festivals, such as Easter, Christmas and Harvest and the main stories from the Bible. They also have a sound knowledge of other faiths, particularly Judaism, in which they have learnt about the importance of the Torah as a sacred book, and important festivals such

as Passover, Purim and Succot. Knowledge is good in the infant stage where, for example, pupils are encouraged to explore how religious beliefs can affect daily living.

120. The quality of teaching observed was good overall. Lessons are planned well and build successfully on previous work. As a result, teachers are effective in getting pupils to discuss their ideas and develop their knowledge and understanding in a systematic way. Often, teachers use events in the past to link to pupils' own experiences, thus allowing them to reflect on their own lives. In Year 2 lessons, for example, teaching successfully linked the idea of courage shown by missionaries to pupils' own experiences of being brave. Pupils' contributions were valued and dealt with sensitively by teachers, enabling pupils to explore values and to understand that these affect how they behave. In nearly all lessons across the school, teachers manage pupils well and have suitably high expectations of behaviour. As a result, pupils' behaviour and attitudes to work are good. The subject makes a significant contribution to pupils' spiritual, moral, social and cultural development.

121. Leadership and management are good. Teachers' plans are evaluated each term and resources have been up-dated and organised to allow teachers easy access. Teachers' plans show that enough time is given to the subject and programmes of work are appropriately matched to the expectations of the locally agreed syllabus. Visits and visitors add interest to the programme and help make learning real for the pupils. For example, the local vicar has talked to Year 4 pupils recently and they have visited local churches, including Rochester Cathedral and a synagogue. The subject leader has a clear view of what needs to be developed further based on a thorough knowledge of what is being taught in classrooms.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

122. Two lessons were observed in each of **art and music**, one in **design and technology**, and three in **physical education**. The evidence was insufficient to make secure judgements about standards, pupils' achievements and the quality of teaching and learning.

123. Excellent displays in **art and design** throughout the school celebrate pupils' efforts very well. They are lively, colourful and presented to a high standard and indicate teachers' very high expectations of the standards pupils can achieve. Pupils' exhibited work is exceedingly well organised and used very extensively to support other areas of the curriculum. The Year 3 work on St George and the Dragon is linked very well with English, whilst the Year 4 work on Aztecs and Year 5 studies of Victorian schools have strong historical contexts. Very good cross-curricular links are also forged with science and design and technology, such as Year 5's studies of animals and their habitats, seen in the excellent three-dimensional models of insects. In addition, the school makes very good use of the work of famous artists to inspire and motivate pupils. For example, well developed compositional skills were evident in the infant classes' large-scale exciting painting based on Jackson Pollock's work.

124. Pupils in Years 1 and 2 increase their understanding of line, shape and form in art as they move up the school. They complete well-refined pencil drawings, sketches and observational studies of natural objects and produce good examples of clay work and model making. Pupils in Years 3, 4, 5 and 6 develop their skills using a variety of media that includes sculpture and glass painting. The work completed by pupils in the Art Media Club is of a very high standard and the gifted and talented pupils have attained exceptional standards in some aspects of their work by making excellent use of information and communication technology in their studies of Kandinsky's work. Further outstanding examples are in pupils' paintings based on Andy Warhol's composition of a baked-bean tin and his portrait of Marilyn Monroe. By the time they reach Year 6, many pupils make very good use of line and colour. They are adept at using various techniques taken from studies of French Impressionist art, such as those based on the Pointillist methods used by Seurat and in the style of Van Gogh.

125. In **design and technology** pupils experience a wide variety of design techniques from creating their own yoghurts or sandwiches to the design of vehicles. Their finished work is of a

good quality as evidenced in the well designed winding toys in Year 4. Pupils' well adorned wells, some with delicately attached ivy and complete with working winding mechanisms, are of a high quality as were the hats in Year 6 designed for characters in stories. These were well made, of stout structure, with well blended colour matches and fit for purpose given the story character. Pupils are challenged well to think carefully about who the finished article will be for and how this can be reflected in the features of the finished article. This provides a clear focus to the pupils' work. In the sandwich designs of younger pupils, they had suggested that they wanted their sandwiches to be crunchy, delicious and big. A good opportunity had been taken to make links with literacy, as the Year 2 pupils wrote down the order they would do things to make the sandwich. Their evaluations of their work are well considered and facilitate their future work. Older pupils' slipper designs indicated that one pupil had found difficulty in sewing on the whiskers and keeping the decorative face cat straight, but had not indicated how she would overcome the problem next time. Occasionally, the criteria are provided for the pupils in the form of a challenge, as in the Year 5 bridge design which has to span a gap of at least half a metre and support a given load. Pupils respond well to this.

126. Planning in **music** is based on national guidance and a commercial scheme, which are used effectively to support non-specialist staff, so that pupils are challenged and make satisfactory progress in their learning. A teacher's skills were improved in one lesson as a consequence of teaching alongside a music adviser. In the lesson, pupils created musical phrases using xylophones, chime bars and voice. They demonstrated a good understanding of musical phrases and performed well. They showed very good attitudes to their work. In hymn practices, pupils sing with enjoyment but are not taught sufficiently to think about ways to improve. Some pupils who are learning the piano are given the opportunity to play as pupils enter and leave the hall. Learning opportunities are enhanced for many pupils by opportunities to learn an instrument and for some, to play in a chamber orchestra. Individual music lessons are organised so that pupils are not withdrawn from the same lesson every week. Many pupils, including some boys, join one of the two school choirs run by the subject leader, who manages the subject well. The choirs and chamber orchestra profit from giving performances in school and taking part in musical festivals. The chamber choir took part in the School Proms. Pupils' cultural development is enhanced by concerts given by the peripatetic music staff. There are missed opportunities to widen pupils' knowledge of music and to enhance their listening skills in assemblies.

127. **Physical education** was not inspected in detail and thus it is not possible to assess the overall quality of provision. Teachers' plans indicate that pupils experience a wide range of activities, including games, gymnastics and dance. Overall, pupils develop their coordination skills satisfactorily. The good facilities enable the pupils to use space and resources well. In a good Year 6 hockey lesson, pupils learnt how to hit and receive the ball. These activities built on the previous lesson well. The selection of pupils to demonstrate skills and techniques, such as the correct hand position, was most effective. Pupils were engaged actively throughout the lesson. As a result, pupils' achievement was good. Sometimes lessons include too many activities and this makes it difficult for teachers to give enough attention to, and support the development of, pupils' skills.

128. Pupils' experiences are enriched significantly by out of school clubs and activities. There is a range of clubs, including those for gymnastics and athletics. These are coached well and emphasis is given to the development of skills. As a result of these clubs, the school is successful in local sporting competitions.



## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education is **good**.

### **Main strengths and weaknesses**

- The curriculum is well structured and supported by good use of visitors.

### **Commentary**

129. The curriculum for personal, social and health education permeates the curriculum, but additionally specific times are allocated for the subject. The good provision plays an important part in developing pupils' maturity and awareness of safe and healthy living. The content in science, such as the work on healthy food and the dangers of electricity, contribute to these aspects. Older pupils learn about reproduction and relationships and become familiar with the dangers and also the positive uses of drugs. Younger pupils often gather in a circle to discuss feelings and emotions and in this way learn to listen to the views of others and to respect what others think. They come to recognise that individuals have similarities but also differences in the way that they live, in their preferences and in what they believe. Classes learn about rules and democracy and exemplify this in practice by forming their own class rules and democratically appointing their own class members to the school council. The well structured scheme for this area of the curriculum is effectively supported by visitors, such as a refugee worker, school nurse and dentist, whose informed contributions support pupils' understanding of the needs of others, taking care of themselves and road safety. Pupils' thoughts and understanding of the needs of others are demonstrated in practical terms as they raise money regularly for different charities.

130. In a good Year 6 lesson that focused on the life of Nelson Mandela as an example of a good global citizen, the teaching was characterised by a very scholarly introduction, good use of information and communication technology in its presentation and very good subject knowledge. The teacher held the pupils' attention well and made sure that pupils with special educational needs, as well as the gifted and talented pupils, were all included equally. This led to good learning and very high standards attained by many pupils. Excellent checks on pupils' understanding of words such as 'punitive', 'apartheid' and 'spouse' helped them to gain a good insight into his life. Overall, pupils are provided with a good curriculum that is planned well and takes good account of their prior attainment.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
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	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	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	2

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