

INSPECTION REPORT

James Dixon Primary School

Penge

LEA area: Bromley

Unique reference number: 101631

Headteacher: Mrs. P. Piper

Lead inspector: Mrs S. Vale

Dates of inspection: 7th - 9th June 2004

Inspection number: 256553

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	185
School address:	Anerley Park Penge London
Postcode:	SE20 8ND
Telephone number:	020 8778 6101
Fax number:	020 8402 4044
Appropriate authority:	Governing Body
Name of chair of governors:	Ms J Mackay
Date of previous inspection:	16/11/1998

CHARACTERISTICS OF THE SCHOOL

James Dixon is a one form entry primary school in an area of social deprivation. The majority of families live in rented accommodation and many are in overcrowded flats, some high-rise. The pupils have a wide range of needs and come from a range of ethnic minority backgrounds. The largest groups are White British and African Caribbean. Approximately 37 per cent are eligible for free school meals, which is above the national average and 30 per cent have been identified as having special educational needs. The number of pupils with statements of particular special educational need is above the national average. Approximately 17 per cent of pupils have English as an additional language which is high when compared to the national average. The main languages spoken are Arabic, French and Turkish. The number of pupils starting and leaving the school other than at the usual times in the current year is high. Some pupils have attended two or three primary schools. Most children in the Reception class start school having attended one of a number of different kinds of pre-school settings, but some have no such experience. Children's attainment on entry is broad but many children begin their schooling with limited social skills and often with behavioural difficulties. Added to this, a number arrive with impaired or delayed language skills.

A great deal of time has been spent in preparing for the relocation of the school to a new site in September, when it will become a two form entry primary school with a nursery and two special educational needs classes for pupils with complex needs. There is a great deal of concern amongst parents about the planned move to the Anerley Primary site and the merging of the two schools, which begins in September 2004. This is causing a substantial fall in pupil numbers throughout the school and has especially affected recruitment and retention of children in the Reception class. The school has the Basic Skills Quality Mark, Active Mark, Investors in People and the Healthy Schools' Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22476	Mrs S. Vale	Lead inspector	The Foundation Stage, English as an additional language, Art and design, Design and technology.
9519	Mrs S. Pritchard	Lay inspector	
32411	Ms. D. Davies	Team inspector	English, Information and communication technology, Music, Physical education.
28955	Ms. M. Slater	Team inspector	Mathematics, Science, Geography, History, Religious education, Special Educational Needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

James Dixon is a good and effective school. Pupils are supported effectively and achieve well as a result of consistently good teaching and the clear vision and good leadership of the headteacher. Standards in national tests in 2003 at the end of Year 6 are above average in mathematics and science and well above average in English. Currently they are good. Standards in art and design and design and technology are also good. The school is managed well on a daily basis and all involved work hard to overcome barriers to achievement. It provides satisfactory value for money.

The school's main strengths and weaknesses:

- The leadership and management provided by the headteacher are good.
- Teaching is consistently good.
- Last year's national assessment test results show standards were well above average in English, and above average in mathematics and science in Year 6.
- Pupils achieve well across the whole school.
- Provision for pupils with special educational needs or English as an additional language is good.
- Cross-curricular planning, where teachers make clear links between subjects, is helping to raise standards.
- Pupils are interested in their lessons and want to learn.
- The presentation of pupils' work and the marking of it are inconsistent.
- Outdoor provision for the Foundation Stage is unsatisfactory.

There have been significant improvements since the last inspection. The drive to raise standards has been at the centre of the school's purpose. One of the main successes has been the rise in the quality of teaching, partly due to the senior management team monitoring it rigorously. However, marking of pupils' work is not as informative as it could be. Standards have improved in information and communication technology so that they are now in line with national expectations. The school improvement plan is satisfactory but still lacks clear links with the school's budget. Policies and schemes of work for all subjects are now in place. Most minor issues have been addressed, although the outside play area for the under-fives has not been developed because of uncertainties about the school moving its site.

STANDARDS ACHIEVED

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

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

Overall, achievement is **good**. In the Foundation Stage, the majority of children are on course to achieve the early learning goals in mathematical, creative, physical and personal and social developments, as well as knowledge and understanding of the world. Not all children will meet them in communication, language and literacy because of the low level of ability with which they start school.

In the infant and junior stages pupils achieve well. In national tests results at the end of Year 6, standards in English are well above average. They are above average in mathematics and science.

When compared to similar schools they are well above average in all subjects and in English, the school's performance puts it in the top five per cent in the country. Standards in information and communication technology are average which is a significant improvement since the previous inspection. Pupils with special educational needs and those for whom English is an additional language also achieve well. This is mainly due to the good teaching. Current standards indicate that by the end of Year 2, pupils reach standards which are in line with national average in English and mathematics but above in science. By the end of Year 6, standards are above the national average in English and science and in line in mathematics. This shows good achievement. Pupils' personal developments are **good**. They love coming to school and attendance is good. Their spiritual, moral, social and cultural developments are satisfactory.

QUALITY OF EDUCATION

The school provides a **good** quality of education for its children. Teaching overall is **good**. Good lessons were seen throughout the school and were not confined to specific year groups or subjects. Teachers know their pupils well, and good planning ensures that pupils' progress and achievement is rapid. The newly created cross-curricular planning is having a positive impact on raising standards. It ensures that children achieve to the best of their capability because they can transfer skills learned in one subject to another. Priority is given successfully to promoting equal opportunities. Assessment procedures are thorough. There is good support from teaching assistants, and the high number of adults to pupils really enhances children's achievements. The curriculum provides a good range of activities and children want to learn. There are good opportunities for enrichment through extra-curricular provision as well as the use of visits and of visitors. There is a lack of space for children in the Foundation Stage that limits opportunities for outdoor play. Children are cared for and supported well. There are good links with parents and satisfactory links with the local community.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are **good**. Governance is good. The daily management of the school is good. High priority is given to raising standards and improving the quality of teaching. The school's self evaluation procedures ensure that this remains the case. This important feature has not been lost despite the huge amount of time and energy that has been taken up in preparing the school for the move to another site in September 2004.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are pleased with the school and like the small family atmosphere. Pupils really want to come to school and feel valued. They enjoy their lessons and have trust in their teachers.

IMPROVEMENTS NEEDED

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

- Ensure that marking is consistent so that pupils know what they need to do next to improve their work.
- Develop a more consistent approach to the presentation of pupils' work.
- Develop the outside curriculum for the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in English, mathematics and science have improved considerably over the last four years. In last year's assessment tests, results in Year 6 were well above the national average in English and above in mathematics and science. Achievement is good from the time children first start school all the way through until they leave.

Main strengths and weaknesses

- Pupils in Year 2 reached high standards in the 2003 national tests in reading and mathematics when compared to similar schools. In the same year, national test results for pupils in Year 6 were well above the national average in English and above in mathematics and science.
- Standards in pupils' writing in Year 2 have declined over the last four years, although it is currently in line with national averages.
- Standards in information and communication technology have improved since the last inspection and are now similar to those found in other schools.
- Despite below average attainments when children start school, they achieve well from Reception right through to Year 6 as they are taught well over time.
- Other subjects are now covered adequately and in art and design, and design and technology, standards are above those expected nationally.

Commentary

1. Children in Reception are meeting the early learning goals in knowledge and understanding of the world and in their personal, social and emotional, mathematical, physical and creative developments. Not all children will meet the early learning goals in communication, language and literacy because attainment on entry is below that expected for children of this age.

Key Stage 1

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

Standards in:	School results	National results
Reading	15.5 (16.1)	15.7 (15.8)
Writing	13.1 (14.3)	14.6 (14.4)
Mathematics	15.4 (16.5)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

Key Stage 2

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

Standards in:	School results	National results
English	29.3 (26.0)	26.8 (27.0)
mathematics	27.8 (26.0)	26.8 (26.7)
science	29.5 (28.4)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

2. Standards in English, mathematics and science have improved considerably over the last four years. When compared to similar schools standards in English, mathematics and science are high. In the infant and junior stages pupils achieve well. In national tests at the end of Year 6 in 2003 standards in English are well above average. They are above average in mathematics and science. In information and communication technology standards have improved and are now satisfactory. Standards in art and design and design and technology are above national expectations. This is a good improvement since the previous inspection. In other subjects, standards are in line with national expectations in the infant and junior stages. Current standards in Year 6 in English and science are above average and average in mathematics.

3. Standards in national tests in Year 2 in 2003 were average in writing, well above average in reading and above average in mathematics when compared to similar schools. Standards in writing have dipped in Years 1 and 2 over the last couple of years but currently remain in line with the national average. The school has analysed why this has happened, and identified an increasing mobility amongst pupils in this year group since the announcement of the move to another site. The school records show that pupils, who have started at the school, filling the places of those who have left, have come with below average ability. The school puts in a lot of extra support to help these pupils achieve as well as they can. When compared to similar schools standards in English are well above the national average and in mathematics and science they are above. This shows good achievement. Currently in Year 2, standards are good in English and in line with what is expected for pupils of this age in mathematics.

4. Pupils in Years 1 and 2 acquire a good knowledge and understanding of the skills they need in reading, writing and mathematics and the school has received the Basic Skills Quality Mark award. These skills give the pupils confidence to read and write well and handle numbers securely. Teaching in Years 3 to 6 builds upon these skills, so that pupils use a variety of strategies to help them with spelling, punctuation and number calculations. The high ratio of adults to pupils helps pupils to achieve well and to make good progress. Many pupils have an eagerness to learn and the cross-curricular approach to learning, results in good quality work.

5. While standards are now satisfactory, the school has identified information and communication technology as an area ready for further improvement and is determined to drive up pupils' attainments to higher levels. It is clear from planning, discussions and completed work that pupils are being taught all National Curriculum subjects to a satisfactory depth.

6. Pupils identified as having special educational needs or English as an additional language are well supported and make good progress. The school data show that some pupils who were in the school in Year 2 and reached lower than expected standards have made very good progress over time. Some of these pupils reached the higher than expected Level 5 in Year 6. This means the school adds a great deal to pupils' education. Parents of pupils who have English as an additional language spoke of their pleasure at the rapid progress which their children make. This is the result of effective support that is helping their children reach the standards expected of them quickly.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and their behaviour are satisfactory when they start school and good by the time they leave. They have good rates of attendance and arrive punctually. Their spiritual, moral, social and cultural developments are satisfactory overall.

Main strengths and weaknesses

- Procedures to eliminate bullying in school are good.
- The school council is working well in helping pupils to become mature and responsible.
- Much successful work has been done by the school to improve pupils' attendance.
- There are displays around the school that reflect the traditions, cultures and beliefs of the pupils.

Commentary

7. Most pupils behave well. They respond well to rewards and sanctions and understand why rules are necessary. The right and wrong way to behave becomes clearer to them as they get older. By the time they reach Year 6, pupils have a good understanding of fairness. Those elected to serve as school councillors understand the value of communication and consultation over important issues. However, the comments of a significant number of pupils and parents support the inspectors' findings that good attitudes and behaviour are not consistently evident in all areas of the school. In one assembly, for example, pupils chatted amongst themselves when they should have been paying attention to the achievements of their friends. This did little to promote a sense of occasion for those receiving the awards.

8. There are good procedures to prevent pupils with severe behavioural problems from disrupting the learning of others. Pupils are clear about the rules to follow should they feel unhappy or threatened. Records show that there are few incidences of bullying and racism. They are rarely repeated by the same individuals once the full range of the school's good, anti-bullying, procedures are applied. Exclusion is used cautiously and largely made in response to aggressive behaviour. Four pupils were temporarily excluded last year because of this. The pattern this year is much better and no pupils have been excluded.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	81	1	0
White – Irish	2	0	0
White – any other White background	19	0	0
Mixed – White and Black Caribbean	11	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	7	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	45	3	0
Black or Black British – African	7	0	0
Black or Black British – any other Black background	1	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Good care is taken to ensure every pupil regardless of age, gender or ability has regular opportunities to enjoy different responsibilities and to understand the merits of them. The school council has proved its worth in this respect. Pupils taking on the role of play leaders, a recent initiative, make good use of their personal and social skills in helping to promote friendly relationships

in the playground. In lessons, all pupils have regular opportunities to work in groups or pairs to come up with ideas or find solutions to particular problems. However, some of the younger children in particular still find this quite difficult. Appropriate procedures help to settle children into the Reception class. However, the induction programme for pupils starting school at other than the usual times is not as well defined as it could be to help them adjust to the life and routines of the school.

10. Pupils' knowledge of cultures and religions is satisfactory. Important festivals and traditions are celebrated so that pupils have some awareness of the values and beliefs of others. Events in school such as, the recent focus on African culture, produced some good cross-curricular work in art and design and literacy across the year groups. Spiritual awareness is evident in some well taught lessons. For example, in Year 4 pupils made good use of their imagination to find words to describe their feelings, impressions and observations of the moon. However, opportunities in general for encouraging pupils to experience and express feelings of awe and wonder are often missed and rarely planned for.

11. Most children are punctual, allowing lessons to get underway quickly, and for the large majority, their attendance is good. The higher than average authorised absence has been due to frequent outbreaks of illnesses. Much has been done since the last inspection to educate parents on the importance of making sure their children attend regularly and on time. The school always contacts the parents of pupils who are absent or late without good reason. As a result the school has managed successfully to alter the trend of pupils disrupting classes by often arriving late.

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.5
National data	5.4	National data	0.4

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

12. Pupils with identified behavioural difficulties are well supported by teachers and assistants. They employ an appropriate range of strategies for improving behaviour and most teachers carry these out consistently. Teachers know their pupils well and adapt methods and responses accordingly. For instance, one pupil in a drama/geography session did not join in. It was explained that this pupil has difficulty with new or different routines and needs to watch what happens first.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The quality of teaching and the curriculum are good. Assessment is good with individual targets for improvement set regularly for each child and shared with parents. The high adult to pupil ratio is very positive and is a major factor in the improving results which pupils achieve. The school's provision for pupils' care, welfare, health and safety is good and the partnership with parents is satisfactory.

Teaching and learning

The quality of teaching, learning and assessment of pupils' progress is good.

Main strengths and weaknesses

- Consistently good standards of teaching throughout the school.
- Good planning of different levels of work ensures that pupils learn to the best of their capability.
- A high ratio of adults to pupils in lessons and support work allows pupils to learn at a faster pace and hence achieve well.
- The school's assessment procedures and analysis of results are good and enhance pupils' attainment.

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	6 (15%)	24 (62%)	8 (20%)	1 (3%)	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.

13. The quality of teaching is consistently good with approximately three quarters of lessons observed being of good or better quality. This enables children to make good progress. Good lessons were seen throughout the whole school. Lessons are well planned so that individual needs are fully catered for and pupils can achieve to the best of their capability, including the increasing numbers of pupils for whom English is an additional language and for those with special educational needs. Overall, work is challenging for all pupils regardless of their abilities.

14. In the Foundation Stage, good planning successfully develops children's learning. There is good support from learning support assistants. The high ratio of adults to children means that children are often learning in very small groups with an adult supporting them and this helps them to achieve well and make good progress.

15. In Years 1 to 6 good teaching was seen across all subjects because teachers have good subject knowledge. Lesson planning is thorough and reflects the good assessment procedures in the school so that teachers know what they intend pupils to learn and how. Resources and activities are carefully planned and prepared so that tasks are matched well to differing needs. Support staff make a valuable contribution to pupils' achievements. Appropriate use of homework adds to pupils' progress. In the best lessons, there is a strong sense of purpose and challenge, and lessons are planned to incorporate cross-curricular activities. Lessons are interesting and stimulating and allow pupils to develop their own ideas and thoughts. For example, in a Year 6 lesson about preparing for secondary school, pupils were able to act out some of their fears and concerns. Pupils' attitudes to their work are good, and this impacts positively on their progress. In a very small number of lessons seen where there were weaknesses, it was because pupils were not always kept on task and disruptive behaviour interfered with their learning.

16. The quality of planning, teaching and support in class for pupils with special educational needs, and for those with English as an additional language, is good and they are well catered for. Pupils with statements of special educational needs receive good support. Teaching assistants ensure that lesson activities are well planned, appropriately matched to the pupils' abilities and that the pupils do not miss out in any way. Pupils with special educational needs are taught effectively and their achievement in learning is good. This progress is the result of work being consistently matched to their needs and their learning styles taken into account. Pupils are given good structures to move from one step to the next and are supported well in their ability groups by assistants. On occasions they are not supported as well as they could be when the whole class is taught at the beginning of lessons. Here teaching assistants and support teachers are used to keep individual pupils on task, but do not employ specific resources to help reinforce pupils' understanding.

17. Pupils with special educational needs are able to apply themselves and work as productively as their peers. They are expected to finish tasks in the same way as their peers. This results in substantial amounts of work that has helped them reinforce the concepts taught and therefore make good progress. Questions for pupils with special educational needs are appropriately framed so that understanding is supported. They have appropriate targets set for day-to-day improvement and know what they must do to achieve this. The ethos of classes provides a supportive atmosphere in which they can try out answers without fear of failure.

18. When necessary, lessons are planned so that pupils learning English as an additional language work in a small group with a skilled learning support assistant or with a 'buddy' from their own class supporting them. They often cover the same material as their peers in class but it allows them the opportunity to gain confidence in speaking and listening and trying things out without fear of making a mistake. Those who are new to the learning of English also receive good support from a specialist teacher for one morning a week.

19. Assessment procedures are good. Pupils' progress is tracked carefully and individual targets are set and shared with parents as well as the pupils. These are reviewed termly and in better lessons are regularly referred to in class so that pupils are continuously reviewing and refining their work. The majority of pupils' work is marked regularly and in some books there are good constructive comments to help them know how to improve, however, this is inconsistent. There is also an inconsistent approach to the presentation of pupils' work and it is often messy and untidy.

The curriculum

The curriculum is good throughout the school. There are good opportunities for enrichment. The newly created cross-curricular method of planning is having a positive impact on raising standards and ensures that pupils can transfer skills learned in one subject to another. Overall, accommodation is satisfactory, but outdoor provision for the Foundation Stage is unsatisfactory.

Main strengths and weaknesses

- Cross-curricular planning is good and is a strength of the school.
- Schemes of work are in place for all subjects, which is an improvement since the last inspection.
- Provision for pupils' personal, social and health education is good.
- The special themed weeks enrich pupils' experiences and extend their knowledge in an interesting and practical way.
- Outdoor provision for the Foundation Stage is unsatisfactory, although this should be rectified by the move to the new site.

Commentary

20. The breadth of the curriculum offered to pupils across the school is good and meets statutory requirements. All required subjects are taught, including religious education, in accordance with the locally agreed syllabus. Whilst assemblies meet statutory requirements, of those seen during the inspection, some did not contribute strongly to the development of pupils' spiritual awareness. The school has successfully addressed issues from the last inspection by ensuring that policies and schemes of work are in place for all subjects. Subject leaders are in place with clearly defined roles and responsibilities, but some subject leaders need to take a more pro-active role to ensure standards continue to improve.

21. The new cross-curricular planning enriches the school curriculum. Special themed weeks motivate the pupils by making the curriculum interesting and relevant. The African Arts theme has inspired some good work in all year groups. Visitors, such as African story-tellers and African drummers, provided creative stimulus for work in art, poetry, dance, music, and information and communication technology and design and technology. Pupils are taken to museums, historical sites and on geography field trips and have recently been involved in the 'Take One Picture' art project with the National Gallery. The school provides good opportunities for extra-curricular activities. The programme focuses mainly on sport and music and older pupils usually attend these after school clubs. A lunchtime homework club is available to Year 6 pupils. The lunchtime choir practice is open to all in Reception and Years 1 and 2 who wish to attend. Approximately 30 pupils enjoyed a rousing sing-a-long during the week of the inspection.

22. The school provides well for pupils' personal, social and health education. Policies are in place for sex and drugs education. Visits and visitors such as the school nurse, police and the Life

Education caravan enrich the programme of work for personal, social and health education. Parents are fully informed about the programme and teachers talk to parents and pupils together about personal development at open evenings.

23. Staff ensure that pupils are well prepared for transfer to the next stage of education. Pupils in Year 2 complete worksheets on 'Looking ahead to Year 3' and Year 6 pupils work on transition booklets during the Summer term. As part of the personal, social and health education curriculum, Year 6 pupils are also given the opportunity to explore their feelings about transfer through discussion and drama.

24. There is a generous number of teachers and support staff, which is an improvement since the last inspection. Most lessons seen during the inspection had very high pupil to adult ratio, which is a factor in the good achievement for all pupils in the school. Teachers and support staff work well together as a team and most support staff are well used to support targeted pupils. Where support staff are most effectively used, they contribute throughout the lesson and not just in the pupils' independent work.

25. Accommodation overall is satisfactory. There has been no substantial work done to improve the building over recent years due to the impending move to the new site. Recently there has been a problem with subsidence in the school field, which has resulted in this area having to be put out of use due to safety issues. This restricts the outdoor physical education opportunities. The outdoor accommodation and resources in the Foundation Stage are unsatisfactory and have not improved since the last inspection. Pupils have limited opportunities for outdoor play due to the lack of a designated outdoor area for the Reception class. Outdoor activities that do take place are sometimes interrupted when other classes take part in physical education lessons. It is hoped that these issues will be rectified in the move to the new site. Resources are also unsatisfactory in the Foundation Stage as there is no outdoor climbing frame and limited equipment, such as bicycles. Since the last inspection, improvement has been made to the library provision but it is not used enough to teach pupils research skills and to develop their independence.

26. Pupils with special educational needs have the same range of opportunities as other pupils. Homework clubs are available on a voluntary basis, which help pupils check their understanding. All generally have access to what is provided in school, although pupils in Years 1 and 2 do not have the opportunity to use the library independently. This particularly affects pupils who prefer to learn through reading non-fiction. Parents are fully involved in individual education plans and annual reviews and will contribute to their child's targets. Parents of pupils who have English as an additional language also commented that they are fully involved with their children's learning and that the school includes them well.

How well are pupils cared for, guided and supported?

The arrangements for pupils' care, health and safety are good overall. The provision of support, advice and guidance based on monitoring pupils' needs is also good. The school takes satisfactory account of pupils' views.

Main strengths and areas for improvement

- Health and safety and child protection issues are dealt with very efficiently by well trained staff.
- Well targeted support is given to pupils through careful observation of their needs.
- Pupils' views are sought through school council but not through other formal means.

Commentary

27. Teachers and support staff talk enthusiastically about their pupils and exercise a high degree of patience and goodwill in their dealings with them. They call on a good range of persuasive and supportive tactics to ensure even the most reluctant pupil joins in with the lesson and makes

progress. The good support systems available to pupils include a member of staff who acts as a 'Listening Ear'. Pupils have easy access to her if they need to talk to an adult other than their teacher. Those who are worried about personal or family problems are comforted in this way. These good systems have a positive impact on the pupils' personal development. Parents have noted this and it pleases them that staff treat pupils fairly and encourage them to become mature.

28. Child protection procedures are capably handled by vigilant staff. Incidents are carefully monitored by the designated teacher who is well versed in local procedures. Pupils too, are aware of the need to involve a responsible adult if they come across someone in school behaving in a way that concerns them. They have no hesitation seeking the support of the headteacher in the unlikely event of all else failing. First aid arrangements work very well. Pupils are reassured by the presence of well trained staff who deal calmly and efficiently with their accidents and injuries and know just what to do in an emergency. The measures taken to promote pupils' health and safety are very good.

29. There are good ways of checking and recording how well pupils are doing in all subjects. The information gained from monitoring pupils' progress is good. It is analysed by senior staff to provide suitably challenging, yet realistic, targeted support for the individual pupil. As a result, pupils have a good idea of what they must do to achieve better standards. They are given a focus to aim for. Pupils with special educational needs receive good support. Their learning, social and emotional needs are clearly identified and their day-to-day care is well managed.

30. The school views all incidents of racism or bullying-type behaviour in school as reportable incidents and by monitoring these, staff and governors work to eliminate intolerance. In doing so, they create a secure and safe community which is conducive to learning.

31. Staff have begun to consult pupils on ways of improving the school. School councillors have made sensible suggestions on developing the playground and making better use of garden and kitchen waste. Pupils in difficulty have good opportunities to have their voice heard. However, there are no formal methods such as surveys or questionnaires to help staff understand what pupils, in general, really think about their school.

32. Teachers know their pupils well and those with special educational needs are set appropriate targets to raise their achievement. The result of their learning is followed up to ensure targets are met and they continue to make progress.

Partnership with parents, other schools and the community

Links with parents are good and those with other schools and the local community are satisfactory.

Main strengths and weaknesses

- Parents regularly help with the reading practice sessions that take place at the start of the day from Reception to Year 2.
- Good exchange of information takes place at parent/teacher consultation sessions.
- Parents have good views of the school and many have shown loyalty to it.

Commentary

33. Very few parents attended the parents' meeting before the inspection, although about half responded to the questionnaire. Their responses showed that they were pleased with most aspects of the school, apart from the standard of pupils' behaviour. There is evidence to suggest that their concerns about bullying are based on past rather than present experiences.

34. Parents receive satisfactory information on their children's progress. Regular consultation sessions between parents and teachers take place where good quality information is exchanged, but

the annual reports on pupils' progress vary in their usefulness. The best examples make good use of the knowledge teachers have on what pupils have achieved over the year. Parents are given their children's written targets twice a year. However, many reports make no reference to the specific, measurable targets that are discussed in detail at parents' evenings. This means that opportunities for parents to draw conclusions from the written reports on how well their children are achieving are more limited than they might be.

35. A good number of parents come into school each morning to listen to pupils read from Reception to Year 2. Staff use the time productively to get to know them and their families and to deal with their queries and concerns. However, very few parents take an active role in the school in other ways. For example, other than for special occasions such as helping on school trips, few offer their support in lessons or help organise the fund raising events. Parents are not sufficiently encouraged to contribute something of themselves to the school in a way that would celebrate the diversity of cultures they represent.

36. Parents of pupils with special educational needs are kept well informed of pupils' targets and involved in setting new ones. Transfer arrangements between schools are sound. The older pupils say they feel well prepared for the move to their next school. Pupils continue to benefit from links which support their personal development. For example, the older pupils compete against local schools in the School Sports Co-ordinator Scheme and the school's steel band is regularly in demand for community events.

37. The planned move to new premises has brought with it a period of instability. Parents are unsure about their role in improving a school which will soon no longer exist in its present form or on its present site. Many are concerned that its 'small-school' ethos will change. The school has worked hard to counteract the climate of apprehension a number of parents understandably have about their children's schooling. The headteacher and governors are to be congratulated for maintaining the loyalty of so many of the parents and keeping them on their side in a period of uncertainty.

38. The parents of pupils with special educational needs are closely involved with their reviews. The special needs co-ordinator arranges meetings but will alter times if necessary in order that the parents can attend at their convenience.

39. The Year 5 class is involved in an inclusion project in which pupils from a local special school participate in art lessons. There is a high proportion of adults to pupils, which allows some high quality work to take place, including collaborative and co-operative working amongst the pupils.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are good. The governing body is supportive and carries out its duties effectively. The school is well led by the headteacher who places a strong emphasis on the raising of standards. Management systems are effective. A great deal of time has been spent in preparing for the relocation of the school to a new site in September, when James Dixon will become a two form entry primary school with a nursery and two special educational needs classes for complex needs. It will incorporate the children who are already at the new site.

Main strengths and weaknesses

- The headteacher, staff and governors are very strongly committed to an improvement in educational standards and work well together as a team.
- The headteacher is an effective leader with a clear vision of how the school needs to develop
- Day-to-day management of the school is good.
- The supportive governing body is knowledgeable about the strengths and weaknesses of the school.

- The school's self evaluation is used effectively to set priorities for the school development, particularly in relation to the move and takeover of another school in September.

Commentary

40. The headteacher and staff work well together as a team. With governors they are committed to raising pupils' standards still higher, particularly in English, mathematics, science and information and communication technology. Various initiatives have been put in place to support this commitment. These include the organisation of 'booster' classes in Year 6 and setting individual pupils' targets for improvement based on information about their past and present performance. There are early intervention strategies implemented to improve standards in English. The school funds an additional, non class based teacher, to support and help raise attainment. This is having a positive effect on the standards achieved and the school is committed to continue to fund this. The results of standardised tests are looked at closely and used to inform future planning of work.

41. The headteacher is an effective leader. She has a clear vision of how the school needs to develop and is fully committed to the takeover of another school from September. This has taken up a great deal of time on the part of senior management and governors. The headteacher has a strong understanding of what needs to be done to take the school forward and effective strategic planning gives the school a good sense of purpose. The senior management team and governors are mindful of the priorities and targets set out in the school improvement plan and carefully evaluate the work of the school against their successful completion. Based on this information, they plan ahead for further improvements and additions to teaching and pupils' learning.

42. Day-to-day management of the school is good, and allows all to go about their daily business efficiently.

43. The percentage of pupils identified as having special educational needs is above the national average. This includes pupils with statements of special educational needs. The majority of pupils are identified for their learning needs but there are a significant number of pupils with behavioural difficulties. Staff have identified one of the barriers to learning as the number of pupils who join and leave the school at times other than reception or Year 6. The special needs co-ordinator has developed good systems to track pupils with special educational needs. The governor with responsibility for special needs is aware of the statutory requirements related to special needs and supports in classes regularly. The co-ordinator observes teaching and analyses pupils' work so that teaching styles can be adapted to pupils' learning styles. Teachers work well together to raise the achievement of the least able and effectively create an inclusive ethos for the pupils, particularly through high expectations for academic effort.

44. Governors support the school appropriately. Several are not only parents of children at the school but also work in it. They monitor its work through regular visits, presentations from staff and reports from the headteacher. Governors have a keen interest in the pupils and staff and the further development of the school. They have a good working partnership with the headteacher and oversee school spending effectively.

45. A deficit budget has been set, in order to fund priorities identified by the school. Some of the money has been specifically designated to raise standards. One of these priorities is the funding of a non class-based teacher. The bulk of the money has been budgeted to maintaining staffing levels ready for the move to the new site. The school has found this to be very beneficial in raising standards and is committed to continue this extra support. The school's own self evaluation is used effectively to set priorities for the school development, particularly in relation to the move and takeover of another school in September. The school gives satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	541,683
Total expenditure	565,951
Expenditure per pupil	3,110

Balances (£)	
Balance from previous year	5392.89
Balance carried forward to the next	5392.89

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

46. Children enter the Reception class in September and January. Since the last inspection there has been a decline in the attainments of children when they start school, particularly in their personal, social and emotional development, and in their spoken language. Attainment on entry is below that expected nationally. There are satisfactory arrangements for the introduction of new entrants including visits by the 'bridging' teacher to feeder nurseries and playgroups. Children are also invited into school before they start so that they can find out what Reception is like. This is very helpful both for children and parents. Children make rapid progress during their time in Reception and achieve well because they receive good support and have a lot of individual adult attention. There are satisfactory systems for ongoing assessment and tracking of pupils throughout the Foundation Stage for all the areas of learning. Systems for identifying pupils with special educational needs are good. The Reception classroom accommodation is satisfactory but the lack of a designated outside play area solely for their use is unsatisfactory, and is not supportive of the Foundation Stage curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children start school with attainment below that normally expected in their personal, social and emotional development.
- Staff provide good opportunities for children to work independently and to co-operate with each other; they set children a good example of how to treat other people.
- The development of children's personal, social and emotional skills are given a high priority, and children respond well to this.
- The high percentage of adults to pupils is also conducive to children achieving well in this area.

Commentary

47. There is a good balance of directed and group activities and free play in which staff help children to persevere and to develop their concentration. There are regular times for social activities, for example, playing in 'the garden centre'. Good direct adult intervention, which shows children how they can play and develop role play activities, has a positive effect on the progress children make in their personal and social development. Children are encouraged to be independent in putting on coats and painting aprons, and washing hands. By the time they reach the end of the Reception year, children have developed good habits of work and play and are preparing well for the work they will do in Year 1. All children are encouraged to help tidy the classroom and take a pride in their surroundings. Staff are positive in their response to children's achievement. Children achieve well mainly due to the high adult to child ratio which means that adults can give a lot of their time and attention to this area of the curriculum. This is particularly helpful for those children identified as having special educational needs. The majority of children will reach the early learning goals in this area of learning by the end of the Reception year because they are taught well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff understand how to help children's language development, including that of children whose spoken language is not so well developed and those for whom English is an additional language.
- There is a good emphasis on explaining new vocabulary so that children understand.
- Careful attention is given to the development of speaking skills.
- There are many opportunities for children to develop their imagination through a variety of role play activities.

Commentary

48. Teachers plan well for this area of the curriculum, and have good subject knowledge of communication, language and literacy development. Clear explanations of new vocabulary, in one session where children were learning about the story of 'The Gigantic Turnip' ensured that children who had not come across the word *gigantic* before were able to clearly understand its significance in the story.

49. The Reception class staff encourage children to look at and enjoy books. This early introduction to the love of books and the importance which the school puts on reading gives the younger children a good foundation for the development of their own reading skills. The encouragement of parents and carers to participate in the early morning reading sessions is one reason why children achieve well in their language development. By the end of the Reception year, children choose and handle books with enjoyment and begin to make a reasonable start on reading skills.

50. Many children in the Reception class are in the very early stages of their writing development. Rapid progress can be seen when looking through children's work. Children are starting to attempt to write words phonetically, for example, one more able child attempted to write her own sentences; 'iWTSOP for; I went shopping.'

51. Not all children will reach the early learning goals in this area, although some will. This is because many children have a lot of ground to make up when they start school. However, they all make good progress and the levels of attainment they reach represent good achievement.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children enter Reception with very low standards in mathematical development and understanding.
- There is a wide variety of opportunities to use mathematics across the curriculum, for example in music and play activities.

Commentary

52. Many children enter Reception with weak mathematical skills. As a result of good teaching, the majority of children can count and recognise numbers to 10. More able children can recognise coins and relate for example a 50p piece to a label attached to an item for sale in the 'garden centre'.

There are children who have great difficulty in achieving this and they are given good extra support. There are good opportunities for links between mathematics and other areas of the curriculum, such as music. Children enjoy singing musical rhymes such as '1, 2, 3, 4, 5 once I caught a fish alive.' This helps their counting skills. Teachers and support staff intervene well to ensure children do not miss opportunities to practise mathematical skills. More able children will reach the early learning goals in mathematical development by the end of their Reception Year, but there is a significant number who will not.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are good opportunities for activities which encourage first hand experiences.
- The stimulating environment develops pupils' interests and curiosity.
- There are many opportunities for building and creating things.
- Good use of computers allows children to become familiar with information and communication technology.

Commentary

53. Many opportunities are provided throughout the Foundation Stage for children to learn about the world around them. There is some good scientific work, for example, when children learn about mini-beasts. Great squeals of delight were heard when the tiniest of woodlice was finally 'captured' so that it could be looked at more closely in the magnifier. Children have good access to computers and many show confidence and skill in the way they use them. They can use the mouse confidently and are able to create symmetrical pictures of butterflies using a drawing programme related to their work in mathematics. This is good attainment for children of this age and shows that children achieve well. They enjoy musical activities and sing enthusiastically whenever they are asked. Most children will reach early learning goals in this area because they are taught well.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **satisfactory**.

Main strengths and weaknesses

- Children have access to a satisfactory range of activities that help them develop fine hand movements and co-ordination.
- There are some opportunities for children to develop their physical skills on larger apparatus.
- A lack of outdoor climbing equipment and very limited access to wheeled toys slows developments in children's gross motor skills.

Commentary

54. An appropriate range of activities give children practise in manipulating small toys, pens, pencils, paintbrushes, scissors, tools, building and malleable materials. Many can double-click computer mouse buttons and move their hands accurately to create houses on drawing programs. However, the lack of a designated outside play area solely for their use means they have limited access to a range of wheeled toys and climbing apparatus. This is unsatisfactory and is not supportive of their physical development. To overcome this staff use the hall to allow children to use a range of apparatus. In these physical education lessons, children are confident and the good support and encouragement they receive helps them to develop confidence and co-ordination. Children behave very well and achieve well and teachers have good management strategies. The majority will reach the early learning goals in this area of learning.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Well planned activities support children's learning, so that they achieve well.
- Reception children respond well to musical and creative activities.

Commentary

55. Many children are on course to reach most of the early learning goals in this area. Although relatively little direct teaching was observed, children have access to a good range of experiences to explore colour and texture and to work with a variety of materials. Children created some good symmetrical paintings of butterflies and sketches of different houses and homes. Reception children enjoy music. They enjoy singing familiar songs, and sing with enthusiasm adding the actions wherever possible. There are suitable opportunities for imaginative role-play, such as in the 'garden centre', and sand and water activities. This play is often linked well with familiar stories and books, and this helps children to develop their spoken language and acquisition of English.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards currently are above average by the time the pupils leave the school. This is a significant improvement on previous years.
- Teaching is good which means that pupils achieve well.
- Pupils' handwriting and presentation skills need further development.
- Teachers' marking is inconsistent and does not always support improvement.
- Leadership and management of English are good.

Commentary

56. Standards in the 2003 tests in Year 6 were well above average, with a good number of pupils reaching the higher Level 5. Attainment has improved significantly since the last inspection. There are no significant differences between the achievements of boys and girls. Good teaching, the focus on developing sound reading skills in the infant stage and the increase in the adult to pupil ratio across the school, has brought about this improvement. Pupils with special educational needs and those with English as an additional language achieve well because of the support they receive from classroom assistants and support teachers.

57. The standards in speaking and listening across the school are good. Many lessons begin with quality time for whole class oral and discussion work, which contributes strongly to pupils' language acquisition. Most pupils are confident to express their ideas and support staff work well with less confident pupils. Teachers' good questioning techniques encourage pupils to develop their thinking and this enhances their learning. The use of speaking and listening sessions give pupils the opportunity to rehearse ideas before moving on to independent writing. On occasions whole class discussion sessions are too long and this results in inattention, particularly by those pupils with behavioural problems.

58. Standards in reading are good. In the 2003 tests in Year 2, standards were average in comparison to national standards and well above average in comparison to similar schools. As attainment on entry is below national expectations, pupil achievement is good. The school places strong emphasis on developing pupils' reading skills. Significant time is given to reading throughout the school with dedicated guided reading time daily, which is a key factor in the overall improvement. In Reception, Year 1 and Year 2, each day begins with a shared reading session to which parents are invited. In the session observed, eight parents attended to support their children. Most pupils are enthusiastic about reading. In Year 6, pupils read fluently, using good expression. They talk enthusiastically about their favourite authors and higher attaining pupils discuss reviews and book critics. Pupils, especially those in the infant stage, are not given enough opportunity to use the non-fiction library to widen their reading choice.

59. Results of writing tests show a dip in standards in Year 2 over the last two years. However, in the 2003 tests standards are in line with national averages. By the end of Year 6 standards are good and achievement overall is good. In Year 6 pupils can write at length and creative writing contains imaginatively chosen words. Pupils are given the opportunity to write in a wide variety of styles and good cross-curricular links are used to develop writing for different purposes. The good coverage of work ensures that pupils have lots of opportunities to practise writing skills. However, work across all subjects is not presented neatly and with good attention to detail. Handwriting is not taught consistently; pupils' work lacks a neat and consistent style across their work. This impacts on the standards pupils achieve and the school has identified this as an area for further improvement.

60. Teaching is good overall. Most teachers set high expectations and differentiation in planning ensures that pupils achieve well. Teachers' good questioning skills extend pupils' thinking and improve learning. Resources, such as big books, projectors, individual whiteboards and interactive whiteboards in junior classes are used well. The tracking of pupils' progress is used effectively. Teachers know about individual pupils' strengths and areas for development. Marking of pupils' work is inconsistent and does not always inform pupils what they need to do next to improve.

61. Leadership and management of the subject are good. The recently appointed subject leader has a good understanding of the standards and pupil progress across the school and has identified actions for improvement for when the school moves to its new site in September. The subject leader has benefited from the Primary Leadership Programme's development work and has begun to carry out a rigorous evaluation of literacy across the school.

Language and literacy across the curriculum

62. Opportunities to develop pupils' literacy skills across other subjects are good and this contributes well to pupils' achievement. Speaking and listening skills are developed through discussions in a variety of subjects and most pupils are confident when talking about new ideas and concepts. In citizenship, for example, drama was used effectively to help pupils express their concerns about transfer to secondary school. Pupils do not have enough opportunities to use the library to find books for research across the curriculum.

MATHEMATICS

The quality of provision for mathematics is **good**.

Strengths and weaknesses

- Pupils achieve well, showing a good rate of progress from the end of Year 2 to the end of Year 6.
- Support for pupils with special educational needs is good.
- Overall, work is well matched to pupils' needs.
- The presentation of written work is unsatisfactory.
- The leadership of the subject is very good.

Commentary

63. The result of the good quality provision is that by the end of Year 6 all pupils, including those with special educational needs and those underachieving in earlier years, achieve well. The tests show that the school results are above the national average. Over time, some pupils show very good progress where they achieved a result below expected levels at the end of Year 2 but performed at above expected levels by the end of Year 6.

64. By the end of Year 2, pupils achieve well from low attainment on entry to the school at the age of five. The national data for 2003 shows a greater percentage of pupils with lower levels of attainment than the national average. The number of pupils who achieved the higher levels of attainment was also below the national average. School data for 2004 indicates a greater percentage of pupils achieving the national average, which represents good progress from their entry to the school at the age of five.

65. Results are above the national average by the end of Year 6, though expected levels this year are slightly down on last year's results. Trends from 2000 to 2003 have shown significant improvement from well below the national average to above the national average. The 2003 results also show that the number of higher attaining pupils was greater than the national average. For a significant number of these pupils their results at the end of Year 2 were below average, which

represents very good value added to their learning. In past years there has been a difference in the attainment of boys and girls. This has now been addressed and girls achieve as well as boys.

66. The teaching overall is at least good and sometimes very good. The features of very good teaching are:

- the clarity of explanations for the pupils which allows them to focus quickly on problems;
- the variety of well linked activities which builds on pupils' previous knowledge;
- the good use of information and communication technology by the teachers and;
- the snappy pace of lessons which keeps pupils motivated and competitive.

67. Different levels of work are prepared so that it matches pupils' needs. This gives them a structure to improve their understanding of the concepts being taught. In group work, pupils are well supported by teaching assistants. However, they are not always effectively used in whole-class teaching sessions at the beginning and end of the lesson. There are examples where a small group could have benefited from working at a different pace to check and reinforce their learning, especially when whole-class responses are required, such as counting on and back in multiples of numbers.

68. Marking of work is inconsistent meaning that pupils are not always clear about how they can improve. Work is often presented untidily and this makes for mistakes and inaccuracies in mathematics.

69. Leadership of the subject is very good. High aspiration for pupils' achievement is a distinctive feature as is the team work in developing the subject. The co-ordinator provides a very good role model for the teaching of mathematics and in the use of formative marking. This has been a topic for staff training but is not yet fully implemented except by the co-ordinator who uses it so that pupils know what they need to do to improve. The subject leader has benefited from the Primary Leadership Programme's development work.

70. The subject is well managed through the monitoring of performance data and picking up patterns of achievement and gaps in pupils' learning. The co-ordinator is part of the primary leadership initiative and has had training in observation and discussion for improvement in mathematics, for which she has regular non-contact time.

Mathematics across the curriculum

71. Mathematics is used well across the curriculum in other subjects. In Year 2, for instance, Venn diagrams were used in the science lesson to sort natural, man-made and adapted materials. Mathematical computer programs support the acquisition of technological skills and scientific and geographical concepts are reinforced through the use of tables and graphs.

SCIENCE

Provision for science is **good**.

Strengths and weaknesses

- The focus on investigative and experimental skills is effective in improving pupils' understanding of the subject.
- Although test results are in line with the national average overall, the number of pupils reaching the higher Level 5 is above the national average.
- Marking is used inconsistently and does not provide enough information for pupils to know how to improve.
- The leadership of the subject is very good.

Commentary

72. The test results for 2003 in Year 6 were good and show a continuing improvement in the subject. The focus on the investigative and experimental elements of the subject contribute significantly to pupils' understanding of scientific concepts. The high percentage of pupils attaining above the national average in tests demonstrates the appropriateness of this strategy. Lower attaining pupils and those with special educational needs are supported well during group work. Currently, standards are good.

73. By the end of Year 2, pupils cover a wide range of topics and are productive in both oral and written responses. They cover some subjects in depth, such as electricity and life processes and are able to identify the characteristics of fair testing. The younger pupils particularly enjoyed a project about caterpillars and were excited by their change to butterflies. Work is completed successfully, although at times presentation is unsatisfactory. Lower attaining pupils also produce a good range of work covering the same topics although their accuracy in recording is not as great as that for those of average or higher ability.

74. By the end of Year 6, pupils produce a very good range of work with a mixture of completed work sheets and recorded work in books. The older pupils are beginning to present their work more satisfactorily, though handwriting shows a wide range of maturity. Not all pupils use cursive script and lower attaining pupils show signs of difficulty in organising their work.

75. Assessment of the subject is carried out regularly. A class record is kept and national guidance provides teachers with the means to set targets and track progress. The evaluation exercises are analysed and passed on to the next year's teacher so that work is planned to meet needs.

76. The quality of teaching is good overall. The lesson planning is clear and work is matched well to pupils' needs. Marking is not used effectively because teachers do not consistently provide pupils with comments on how they can improve and what the next steps might be. Teachers' questioning is appropriate for different abilities and the open-ended questions are used well to develop pupils' logical thinking skills. Good resources are employed by teachers to aid explanations. Some of these are from the London Borough's central resources and some are part of the school's resources.

77. Leadership and management of the subject are very good. The subject co-ordinator monitors well through observing teaching and focuses on raising skills of new staff when there are changes. Resources are regularly reviewed and investigative and experimental aspects of science have been a focus for development. The co-ordinator ensures teachers know about ways to use information and communication technology well to support teaching. The co-ordinator's analysis has shown that development in the subject requires a match of skills to knowledge and understanding: writing and recording need to match pupils' oral skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers have good subject knowledge and use the resources well to support learning.
- There is good use of information and communication technology in other subjects.
- The improvement in information and communication technology resources, such as the computer suite and the interactive white boards in use in several classrooms, has a positive impact on pupils' achievement.
- Pupils' skills in control technology are not developed well enough.

Commentary

78. Progress since the last inspection is good. In-service training has resulted in improved teacher knowledge, especially in the use of interactive whiteboards in Years 3 to 6 that enhance the rate of all pupils' learning. The school has adopted national guidance for its scheme of work, which supports teachers' planning. Teachers use information and communication technology effectively in other subjects, although they do not always plan for it specifically. The timetabled use of the school's computer suite results in all pupils learning the appropriate skills quickly. These skills are then put to good use when using information and communication technology in other lessons. Pupils on the school council commented that the subject is better equipped, with a wider range of software programmes than in previous years so that they learn more in each lesson.

79. Standards have improved since the last inspection and are in line with those expected for their age in Year 6. During the inspection, it was only possible to observe two information and communication technology lessons. Further evidence from pupils' work across the curriculum, displays and discussions with pupils and staff contribute to the overall judgements for the subject. Research work, word processing, data handling and graphics are satisfactory, but there is still some work to do in PowerPoint presentations and control technology.

80. Pupils are enthusiastic and well motivated when working in the computer suite, although they are noisy at times. In the good Year 6 lesson observed, most pupils were introduced to the PowerPoint programme for the first time. They were set the challenge of producing a presentation which included at least two slides with background colour, title and a picture insert. Further challenge was set for the two pupils in the class who had previous knowledge of the programme. The teacher's high expectations and good demonstration, during which pupils were expected to take notes, resulted in good achievement for all pupils.

81. Leadership and management of the subject are satisfactory. The recently appointed subject leader monitors planning and samples pupils' work and is beginning the work of matching software to the scheme of work to improve teachers' planning.

Information and communication technology across the curriculum

82. Cross-curricular links are good. Teachers use information and communication technology to enhance learning in most subjects, especially in Years 3 to 6. Examples of information and communication technology across the curriculum are evident in literacy, numeracy, history, religious education, geography, music and art. For example, Year 3 pupils populated a database programme with the number of shops and other services in the locality and then used the information to create a graph of their findings. Year 2 pupils wrote stories directly on to the computer and used colour and different fonts to make their work interesting. When learning about pilgrimages, pupils in Year 5 were able to see what happens on a pilgrimage to the Ganges from a website via the interactive whiteboard. Information and communication technology is also effectively used to support pupils who speak English as an additional language. In the good Year 5 lesson observed, a boy who had recently joined the school with very limited command of English was able to read and spell words on the computer with the support of another child.

HUMANITIES

83. It is not possible to make judgments about the quality of provision in history and geography as few lessons were seen. Pupils' books, work on display, discussions with them and their teachers provided additional evidence.

84. In **geography**, staff follow national guidance to ensure all aspects of the subject are taught. Teachers' planning indicates that imaginative methods, such as role-play are used to help children understand the characteristics of settlements. Staff link work in geography well to other subjects, such as history and information and communication technology well. In **history**, pupils' explanations show that they have a satisfactory understanding of the historical concepts they have been taught. Some individual pupils demonstrate a greater depth of understanding; for instance one pupil talked in

detail about why the Romans feared Boudicca, describing how she and the Iceni might have destroyed the Romans' houses and families through fire. Information and communication technology is also used well to enhance standards, especially pupils' historical enquiry skills.

85. Staff take care to link subjects to make learning purposeful. In a Year 2 lesson observed, history and art and design were combined effectively to enable pupils to develop skills in understanding historical concepts. The use of empathy in this lesson enabled them to achieve a greater level of understanding of historical experiences. For example, pupils pretended they were eyewitnesses to the 'Great Fire of London' and had to imagine the reaction of residents. Relating their eyewitness accounts also improved their speaking and listening skills. Pupils were also asked to write with feathers so they could pretend they were writing in the style of Samuel Pepys.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards are in line with those set out in the locally agreed syllabus.
- There are elements of good teaching in the two lessons observed in the juniors.
- There is evidence of some good cross-curricular links in pupils' books.
- There are limited opportunities to learn about religious festivals.

Commentary

86. Pupils' achievements in the subject are satisfactory. Pupils with special educational needs, and those learning English as an additional language achieve well because lessons include tasks especially adapted for them. Also they receive help from classroom assistants. Pupils from the school's ethnically varied population are catered for well and are sometimes called on to share their own religious beliefs and what it means to their daily life. Some pupils achieve a high level of understanding of others' religious beliefs. For example, a pupil in Year 6 was able to empathise well when learning about Hindu pilgrimage. Pretending to be a journalist, the pupil wrote: *"The spiritualism and the effort people make to get here is unreal"* Whilst another stated, *"I've had an amazing spiritual journey into Hinduism"*.

87. In Year 2, pupils have studied groups to which people belong such as, families, schools and friendship groups. This has helped them to understand the need for rules to live happily in a community. No teaching was seen in the infants but lessons seen in the juniors were of a good standard and this allowed pupils to achieve well. Good use is made of technology by teachers in the lessons observed, particularly the use of websites and data projection so that all pupils in class can access good quality information about the subject to enhance their learning.

88. Statutory requirements are met for religious education and assemblies. Displays and reference to religious festivals, whether Christian or other world religions, are limited and do not contribute as much as they might to the spiritual and cultural aspects of the school. Assemblies really capture pupils' interest when they participate more actively, such as the music merit assembly when the steel band played to the whole school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The provision in art and design and design and technology is **very good**.

Main strengths and weaknesses

- Standards are good in art and design and in design and technology.
- Good amounts of time are devoted to these subjects.
- There are good cross-curricular links between art and design, design and technology and other subjects such as, literacy and information and communication technology.

Commentary

89. The examination of pupil's work in **art and design** shows that they produce paintings, drawings and three-dimensional models to a standard above the national expectation. They use a variety of media, including, paint, pencil, pastels, charcoal and crayon to good effect. Pupils' work in art and design is often linked to other subjects in the curriculum, such as history and information and communication technology. For example, pupils across the whole school have been involved in designing work for the 'Take One Picture' project with the National Gallery. This is currently on display at the nearby teachers' centre. Teaching observed was good as pupils were encouraged to do as well as they could.

90. Evidence from displays of pupils' work in **design and technology** show that in the infants and juniors they are given many and varied opportunities to design things. During the Summer term last year, the school held a successful design and technology week which allowed pupils to design, make and evaluate their work in depth. Pupils achieve well and reach good standards in their work about textiles and design. They enjoy working with clay. Some good examples of pot making in Year 4 were seen during the inspection. A particular feature of the work seen is the very good evaluation diaries which pupils keep. In Year 6, as pupils designed and started to make slippers, the diaries provided a good record of how they were thinking, refining and evaluating their work. Pupils demonstrate good, mature attitudes to the design element of the subject. Throughout the school, pupils are encouraged to evaluate their ideas fully and this contributes to their good achievements. Pupils' enjoyment, and their interest in the subject, is reflected in the way in which they concentrate and strive to reach high standards. The school has been recognised by the Design And Technology Association as a lead design and technology school.

91. Standards in **music** are satisfactory overall with some good elements. In the one lesson observed during the inspection, standards were good because teaching and learning were very good, thus enabling pupils to achieve very well. There are good opportunities for pupils to join the school steel drum band and the infant and junior choirs and some pupils learn to play instruments from visiting teachers. The steel band performs at community events such as the Penge Music Festival. During assemblies younger pupils sing well but a significant number of older pupils are reluctant to sing up. Although music is played as pupils come into assembly, on most occasions, there is little opportunity for pupils to reflect on its quality and learn about composers. The musical focus assembly led by the subject leader was good and gave the steel band and two pianists the opportunity to perform and celebrate their musical achievement.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The school has achieved the Active Mark Award.
- The School Sports Co-ordinator Scheme provides sports coaches to teach pupils during and after school and to work alongside teachers to improve subject knowledge and confidence.

- The behaviour of some pupils during lessons impairs their achievement.

92. Standards overall are satisfactory and in some lessons pupils achieve well. By the end of Year 6, the majority of pupils are able to swim unaided for 25 metres.

93. In the three lessons observed during the inspection, the quality of teaching was satisfactory overall. In the good lessons, the use of praise and evaluative comments by teachers encouraged pupils to improve their work. Most pupils work co-operatively and are keen to demonstrate their skills to their peers to enhance achievement. In an unsatisfactory lesson in Year 3, the planning and organisation of the activity meant too many pupils had to wait for their turn. This resulted in a lack of interest, poor behaviour, and pupils walking away from the task because they did not feel involved.

94. The management of the subject is satisfactory. The subject leader acts as the link teacher for the School Sports Co-ordinator Scheme and has co-ordinated the programme in school. For example, all teachers have observed lessons in other schools and benefited from working alongside specialist coaches to improve their subject knowledge. This has helped the school to achieve the Active Mark Award.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

95. The programme of work incorporates sex education, awareness of the use and abuse of drugs and healthy living. Health education is covered during a themed 'Health week' each year, where visitors, such as the school nurse, enhance the provision. The school council provides a good opportunity for pupils to take an active part in making contributions to school improvement. Two representatives from each year group from Reception to Year 6 meet on a monthly basis. They have developed ideas about composting waste material and improving playground facilities and are considering ways to raise funds for these activities. The school has recently gained the Healthy Schools' Award. In the one lesson observed in Year 6 pupils achieved well. They identified and shared their feelings about transfer to secondary school through role-play. They co-operated well and confidently expressed their concerns.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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