

INSPECTION REPORT

UPTON PRIMARY SCHOOL

Bexleyheath

LEA area: Bexley

Unique reference number: 101413

Consultative Headteacher: Jan Braisted

Lead inspector: Brenda Spencer

Dates of inspection: 1st - 3rd March 2004

Inspection number: 258262

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
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	412.5
School address:	Upton Road Bexleyheath Kent
Postcode:	DA6 8LZ
Telephone number:	(0208) 303 7266
Fax number:	(0208) 303 0152
Appropriate authority:	The governing body
Name of chair of governors:	Mr John Gray
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Upton is a large primary school in Bexley for pupils aged three to 11 years. The school includes a language unit for children with specific special needs. The majority of pupils have above average attainment on entry to school and average socio-economic background. There are 395 pupils attending full-time and 35 part-time; 238 boys and 192 girls. Twenty-four pupils left and 29 joined the school last year outside the normal times of transfer. The vast majority of pupils are White. A relatively small number are of Asian, African and Caribbean heritage. No pupils are at an early stage of use of English. Seventeen pupils have statements of special educational needs, which is well above the national average, and 20 per cent have special educational needs. This is above the national average. Special educational needs are predominantly related to speech and communication difficulties, moderate learning and social, emotional and behavioural difficulties, and visual impairment. Nearly ten per cent of pupils are eligible for free school meals, in line with the national average. The school has links with Bexley Education Business Partnership and Christian Religious Instruction in Bexley Schools, The Carole Lewington Trust. It received a School Achievement Award for 2001/02.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20451	Brenda Spencer	Lead inspector	Science Music
9537	Caroline Marden	Lay inspector	
3574	Kawaljit Singh	Team inspector	English English as an additional language History
27629	Peter Brooks	Team inspector	Mathematics Physical education Personal, social and health education Special educational needs
24137	Gail Robertson	Team inspector	Foundation stage Art and design Geography
22704	Garry Williams	Team inspector	Information and communication technology Religious education Design and technology

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Clifton
Bristol
BS8 2BN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Upton Primary is a good school. Pupils achieve well and the ethos is good. Parents and pupils have a good opinion of their school. Pupils make very good progress in junior classes. The quality of teaching, learning, leadership and management are good overall. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards and achievement are very good in English, mathematics and science for Year 6 pupils and in reading for Year 2 pupils.
- Pupils' attitudes and relationships are very good throughout the school.
- Leadership of the consultative headteacher is excellent.
- The accommodation is not fit for its purpose, with negative outcomes for health, morale, quality of learning and use of time.
- Quality of teaching is good overall and is very good in most classes in the juniors.
- The teamwork of staff is exemplary.
- The school provides very well for pupils' social and moral development.
- There are too few opportunities for pupils from the language unit to join other lessons.
- Arrangements at the beginning of the day limit partnership with families.
- Reports do not give satisfactory information on pupils' progress and standards.

Improvement since the last inspection in 1998 is very good. Recommendations made at that time have been met in most respects. Standards and achievement are higher. Pupils' progress in science and art and design is now at least satisfactory across the school. The quality of teaching and leadership is much improved. The provision for spiritual, moral, social and cultural development is better. Despite improvements to the accommodation, it still has serious shortcomings.

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	A	A	A
mathematics	A	A	A	A
science	B	A	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.*

Achievement is very good in English, mathematics and science for Year 6 pupils and in reading for Year 2 pupils. Achievement is satisfactory for other subjects in Year 2. In Year 2, standards are well above average in reading, above average for writing and number, average for speaking and listening and for other aspects of mathematics, for science, information and communication technology (ICT) and meet requirements for religious education (RE). In Year 6, standards are well above average for English, mathematics and science. They are above expectations for RE and in line for ICT. Comparison with similar schools shows results for 2003 for English, mathematics and science were well above average at the end of Year 6. For Year 2, they were well above average for reading, above average for writing and below average for mathematics. Children in the Foundation Stage achieve well in personal, social and emotional development and in communication, language and literacy. Their achievement in other areas is satisfactory. Most children are on track to exceed the goals for their learning except in writing and mathematical and physical development. They will reach expectations in mathematical and physical development.

Pupils with English as an additional language (EAL) achieve as well as their peers. Pupils with special educational needs (SEN) achieve well overall. However, there is some underachievement among the more capable in the language unit.

Pupils' personal, spiritual, moral, social and cultural development is good overall. Pupils' attitudes to school are very good and they behave well. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Quality of teaching and learning is good overall. The focus of learning is made clear so that pupils work with a strong sense of purpose. Resources are used very well to help pupils understand new learning. There is often a high level of challenge for older pupils so they achieve very well. Teaching assistants make a good contribution to learning. Occasionally, lessons lose pace or organisation of lessons slows pupils' progress.

The breadth of the curriculum is good, with significant improvements made in investigation and problem-solving in the last term. Use of ICT across the curriculum is beginning to be developed. Outside facilities are unsatisfactory for children in Reception and Nursery classes. Classrooms are cramped and some are damp. The many buildings mean pupils lose time moving around the school. Pupils' health, safety and welfare are looked after well. Assessments provide good information on pupils' progress but are not reported fully to parents. Parental links are satisfactory but the arrangements at the beginning of the day make communication difficult.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the consultative head has been excellent in restoring performance management, improving the curriculum and maintaining morale. Governance is satisfactory. Governors are supportive of the school but need to strengthen their strategic influence. Statutory requirements are not met for reporting pupils' standards and progress to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have a positive attitude to school. However, parents do feel justifiably that communication with the school and consultation are weak.

IMPROVEMENTS NEEDED

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

- Seek funding to make the accommodation fit for purpose.
- Modify arrangements at the beginning of the day to improve links with parents.
- Increase the involvement of pupils from the unit in other lessons.

and, to meet statutory requirements:

- Ensure school reports clarify standards, progress and points for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards achieved are above average overall. Standards in all core subjects are well above average overall by the end of Year 6. Pupils' achievements are satisfactory in the Foundation Stage, satisfactory in Key Stage 1 and are good in Key Stage 2. Pupils achieve very well in Year 6. Achievement in speaking and listening, applying mathematics and in investigation in science has been unsatisfactory because of an imbalance in the curriculum.

Main strengths and weaknesses

- Standards are well above average in English, mathematics and science by the end of Year 6.
- Standards are well above average in reading and above average in writing at the end of Year 2.
- The poor accommodation limits achievement in creative and physical development and investigation for children in the Foundation Stage.
- Insufficient opportunities for pupils in the unit to integrate with other lessons are limiting the aspirations of the pupils concerned.
- Children in the Foundation Stage achieve well in personal, social and emotional development and communication, language and literacy because of the emphasis of the curriculum.
- Pupils at the upper end of Key Stage 2 achieve very well because of the quality of teaching.

Commentary

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

Standards in:	School results	National results
reading	17.2 (17.1)	15.7 (15.8)
writing	15.3 (15.2)	14.6 (14.4)
mathematics	16.1 (17.0)	16.3 (16.5)

There were 63 pupils in the year group. Figures in brackets are for the previous year.

1. By the end of Year 2, pupils reached standards in the 2003 national tests that were well above average in reading, above average in writing and average in mathematics. The proportion of pupils reaching the expected level in science judged by teacher assessment was below average. Compared to similar schools, performance was above average overall, with test results in reading well above average, writing above average and mathematics below average. The proportion of pupils reaching the higher levels was above average in reading and writing and average in mathematics and science. The trend in the school's results was above the national trend.
2. Pupils in the current Year 2 reach standards which are well above average in reading, above average in writing and number work and average for speaking and listening, science, and other areas of mathematics. Standards are in line with expectation for ICT and RE.

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

Standards in:	School results	National results
English	28.4 (28.7)	26.8 (27)
mathematics	28.5 (28.4)	26.8 (26.7)
science	30.2 (30.9)	28.6 (28.3)

There were 63 pupils in the year group. Figures in brackets are for the previous year.

- By the end of Year 6, pupils reached standards in the 2003 national tests that were well above average in English, mathematics and science. Compared to schools with similar results at the end of Year 2, the progress made by the end of Year 6 was well above average in all three subjects. The trend in the school's results was above the national trend.
- Pupils in the current Year 6 reach standards which are well above average in English, mathematics and science. Standards are in line with expectation for ICT and above for RE.
- Pupils' achievement in Key Stage 1 is satisfactory overall but it is very good for reading. Changes in the curriculum to extend opportunities for investigation in science and to apply mathematical knowledge to solve problems are being implemented to improve achievement. These aspects were underdeveloped until 2004. Action has followed a development of the co-ordinators' role to plan their priorities using the full range of data from tests. Recent initiatives to promote discussion in lessons are working to good effect. The match of task to different capabilities is not sufficient to maximise all pupils' achievement in mathematics and science. Achievement in ICT and RE is satisfactory.
- Pupils achieve well in Key Stage 2 because of the quality of teaching, particularly at the upper end of Key Stage 2. This teaching features a high level of challenge, use of probing questions, and very good subject knowledge which push pupils to engage intellectually and work hard. Consequently, they achieve very well in Year 6. Differences in achievement between Year 4 classes reflect differences in marking and assessment. In one class, this ensures pupils know how to improve and the advice is followed up consistently. Achievement in ICT is satisfactory; it is good in RE. However, in individual lessons pupils do not make sufficient progress when ICT equipment is unreliable or when there are too few machines to serve effectively the number of pupils in the class.
- Most children enter school with above average personal, social and communication skills. By the end of the Reception Year, most children are on track to exceed the goals for personal, social and emotional development and communication, language and literacy except for writing, knowledge and understanding of the world and creative development. Most will reach the goals for mathematical development and physical development.
- Children achieve well in personal, social and emotional development and in communication, language and literacy. This relates to the quality of teaching, which shows good understanding of the needs of young children and the emphasis given to these areas in the balance and content of the curriculum. Achievement is satisfactory in other areas of learning. The poor accommodation, comprising too limited facilities for learning outside, and using a classroom hut, has a dual effect. Children are forced to develop strong personal skills to cope with play shared in a bustling playground, but also lack opportunities for large-scale activity and have to work in cramped conditions which do not support creative development or investigative and making activities well enough.
- Boys and girls achieve similarly. Differences in outcomes relate to differences in pupils' starting points. Pupils with special educational needs (SEN) are identified early and receive

good support, particularly from learning support assistants. Individual educational plans are tightly focused and used to analyse the performance of pupils. This good level of provision enables all pupils to achieve well when compared to their initial levels of attainment. Pupils with English as an additional language (EAL) and ethnic minorities without EAL achieve as well as their peers of similar capability. There is some underachievement in the unit where some pupils are not challenged sufficiently by their work. Integration into other lessons in school is predominantly related to art and design and physical education and these opportunities are offered by very few classes. This limits the aspirations of these pupils and consequently their achievement.

10. Standards have risen significantly since the last inspection in important respects. Standards now meet expectation in art and design at the end of Year 2 and Year 6. Standards are now well above average in English, mathematics and science at the end of Year 6 compared to above average. Standards reached by the end of Reception Year have risen, mirroring a rise in attainment on entry to school. No judgements could be made for design and technology, geography and history, music and physical education. There was insufficient evidence and these subjects were not a main focus of the inspection.
11. Pupils' skills in literacy and competence in mathematics support learning in other subjects well, for example use of graphs brings meaning to the observations in science. Whilst competence in ICT is satisfactory, the use of these skills is not widespread across the curriculum.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to their work are very good. Their behaviour is good overall, and in class and the playground, very good. Relationships are very good. Pupils enjoy school very much and arrive punctually. **Levels of attendance are satisfactory. Provision for moral and social development is very good. Spiritual and cultural development is good.**

Main strengths and weaknesses

- Pupils work hard and respond enthusiastically to the school's high expectations.
- Pupils behave well, creating an orderly environment.
- Pupils understand justice and fairness very well.

Commentary

12. The pupils in this school are enthusiastic learners, reflecting the quality of teaching. They are very happy at school and arrive on time. Good attendance is encouraged and pupils' punctuality ensures the school day starts briskly. Parents support pupils' views of them being happy at school. This positive picture represents an improvement on the last inspection.
13. Pupils make maximum use of time and work hard throughout the day. They listen well to their teachers and work well independently, in pairs or in groups. Pupils are interested in their work and respond well to questions and instructions. Independence is encouraged from an early age and is reflected in the pupils' good independent learning skills. Children in the Reception class are on track to exceed the goals for their learning.
14. The good behaviour of pupils and their very positive attitudes towards school help to create a friendly and mutually supportive environment free from racism. The school makes expectations clear and has an effective system of rewards and sanctions to support this. Vigilance is also maintained to confront any bullying. As a result, pupils' self-discipline is good and their moral judgements are very good. These are evident during playtimes and during the daily acts of collective worship. They understand right from wrong and treat each other with

respect. Relationships throughout the school are generally very good. Lunchtimes are generally sociable but pupils are very noisy in the dining hall.

Exclusions

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	349	2	1
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	9	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	13	0	0
Chinese	2	0	0
Any other ethnic group	3	0	0

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

Attendance

15. Attendance is satisfactory and broadly in line with the national average. The school has satisfactory procedures for monitoring absence and promoting good attendance. Consequently, the level of unauthorised absence is very low.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.0
National data	5.4	National data	0.4

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

16. Pupils' spiritual, moral, social and cultural development is good overall. The good spiritual and cultural development of pupils is a strong feature of this school. There are many occasions when pupils experience delight and a sense of achievement. The school offers a rich environment that promotes an appreciation of, and great respect for, the world around them. Religious education, various acts of worship and visits recognise, and teach about, the diversity of faiths represented. Pupils show good understanding and acceptance of varying religious customs. Pupils are interested in what they can do to improve the quality of life in school, for example through the work of the school council. Cultural development is good, and pupils learn about diversity through, for example, art, music and science.

17. Moral development is very good. The school helps children to understand the effect of their actions, for instance, in class discussions, and counselling where required. These methods are effective in helping pupils understand the difference between right and wrong. Social development is also very good, particularly in terms of pupils playing a part in running the school through the school council. Older pupils support younger pupils at lunchtimes, reading to them and by looking after equipment. Pupils generally feel they can make a difference in aspects of school life and show commitment to their peers.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The curriculum meets statutory requirements. Overall, teaching is good. Pupils are well cared for. Links with parents, community and other schools are satisfactory. Accommodation is poor and resources are unsatisfactory.

Teaching and learning

The overall quality of teaching and learning is good. It is satisfactory in the Foundation Stage and Key Stage 1, and good with very good features in Key Stage 2. Assessment and its use are good.

Main strengths and weaknesses

- Key skills are taught well.
- Questions are used very well to challenge pupils and encourage high-level thinking.
- The focus of lessons is explained clearly, giving pupils a clear sense of purpose.
- Occasionally, lessons lose pace. This results in slower progress.
- Organisation of ICT lessons is not always effective.
- Lack of match of tasks to pupils' capabilities sometimes results in only satisfactory achievement.

Commentary

18. The quality of teaching and learning has improved since the last inspection. At that time, nearly a quarter of lessons in Key Stage 1 were unsatisfactory and just over one in ten lessons were very good. Just over a quarter of lessons are now very good. Teaching in Key Stage 1 is always at least satisfactory. Assessment was a key concern of the last inspection and is now good.

Summary of teaching observed during the inspection in 60 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	17 (28%)	24 (40%)	19 (32%)	0 (0%)	0 (0%)	0 (0%)

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

19. Teaching is good overall in Key Stage 2 with very good features. It is very good in English and good in mathematics and science. In Year 6 it is very good. Subject knowledge is particularly strong. This ensures that pupils leave school well equipped in literacy, numeracy and science skills to continue to achieve well. In Key Stage 1, teaching is satisfactory overall with good features. Pupils' achievements are satisfactory overall because work is not consistently matched to capability to lift pupils' standards. In the Foundation Stage, teaching is satisfactory with good features. Sometimes teaching fails to intervene and extend pupils' play and their achievements are consequently limited.

20. Throughout the school, teaching assistants are used well to support learning, particularly of pupils with special educational needs or who are lower attainers. Pupils do not require specific support for English as an additional language. Assistants are well briefed so pupils receive well-targeted support. Consequently, pupils work productively and make good progress. Where this support is combined with expectations for recording which are matched well to the capability of the pupils, their achievement is good. The school follows the special needs Code of Practice fully when both planning and reviewing the teaching needs of pupils who have been identified as having SEN. The co-ordinator for SEN is very effective in working with staff to ensure that individual educational plans are clearly related to both teaching and learning. These are used well by teachers as they plan their teaching for individual pupils. However, occasionally, resources which may be suitable for most pupils are not always adapted for pupils who are visually impaired.
21. Throughout the school, good emphasis is placed on clarifying at the beginning of lessons what pupils will attempt to master. This means pupils work with a sense of purpose. Where this is reviewed carefully at the end of lessons by proper discussion, the sense of achievement is tangible. Less effective is the use of a series of short questions such as 'Who thinks they have learned...?'. This does not probe pupils' understanding properly or explore what needs to be improved upon.
22. The many lessons, often but not exclusively in upper Key Stage 2, which were very good had common features. Questions are probing and stimulating. Sometimes this results in pupils raising their own thought-provoking queries. Teaching is aspirational, informed by strong subject knowledge and seeks above-average standards for the majority. Marking of pupils' work highlights the reasons for praise so they understand what constitutes good achievement. For example, in Year 3, problems related to adding two-digit numbers were tackled well. The lesson included a good mental arithmetic starter, use of effective resources and carefully targeted questions, and drew this together to solve problems involving stamps, stickers and money. The group work was carefully set at three levels so all pupils were appropriately challenged.
23. Key skills are taught well. Full analysis of test data, including that of Key Stage 1, is being used well to identify gaps in pupils' learning. In English lessons, the role of oral work has been strengthened. In Year 4, pupils writing poetry had good opportunities to discuss, read and explain their work and to help one another. Pupils learn a breadth of strategies to read and consequently they achieve high standards at the end of Year 2. In science, different aspects of investigating skills are targeted. For example, in Year 6, pupils spent time discussing how they would need to make their investigations into pulse rate reliable and fair.
24. Pupils behave very well in most lessons. This reflects the quality of relationships and the positive approach taken to achieving a purposeful atmosphere in lessons. Raised voices are rarely heard. Expectations for behaviour and consideration of one another are explicit and adults provide good role models.
25. In otherwise satisfactory lessons, there were occasionally weak elements. Sometimes the pace slackened, slowing the rate of progress. In the Foundation Stage, adults missed opportunities to extend children's learning by becoming involved in their play. Over-use of the voice to manage behaviour disrupted the atmosphere in the classroom. Attempts to teach large numbers of pupils in the ICT room when equipment was unreliable were misjudged. The use of apparatus in the hall for Nursery children did not support physical development well.
26. At the time of the previous inspection, the quality and use of assessment was identified as a key issue for school improvement. There are now good procedures in place to both monitor and assess the progress of pupils. Non-statutory tests, together with the teachers' own assessments, are generally used well both to track pupils' performance and to set individual targets for improvement. Teachers' weekly planning in the core subjects of English,

mathematics and science have assessment included, so that teaching can be adjusted to individual pupils' learning. This is having a positive impact on pupils' achievement.

27. Pupils' work is marked regularly; however, teachers rarely identify areas for improvement to indicate to them what they need to do to improve further. The school recognises that pupils need to take a more active part in their own assessments and develop a greater understanding of what they need to do next to improve.

The curriculum

Overall, curriculum provision is good with a good range of opportunities provided to both stimulate and maintain the pupils' interest. Extra-curricular activities, together with the contributions made through visits and visitors, enhance and support pupils' learning well. The resources provided by the school are unsatisfactory. Accommodation is poor.

Main strengths and weaknesses

- Provision for English, mathematics and science is being developed well.
- Since January 2004, there is a greater emphasis on investigative science and using and applying mathematical knowledge.
- The poor accommodation limits opportunities for learning.
- In the main school, there is good provision for higher-attaining pupils and those with SEN.
- There is good provision in the arts and in sport.
- Pupils in the speech and language unit are not included enough in the main school.
- Curriculum resources are unsatisfactory.

Commentary

28. The curriculum meets statutory requirements. The co-ordinators of literacy, numeracy and science have recently been able to access data relating to their subjects and have now produced action plans identifying areas for improvement. A good feature of this is the recognition that, to improve pupils' achievement, a greater emphasis must be given to developing speaking and listening, application of mathematical skills and to investigative science. Overall, provision for English, mathematics and science is strong.
29. The school promotes personal development well through the curriculum. Sex, drugs and health education are met through science and citizenship. There are many opportunities for pupils to develop a sense of citizenship, including participation in the newly formed school council.
30. Provision for children in the Foundation Stage is satisfactory overall, but the accommodation is poor and has a negative impact on children's progress in many areas of learning. In particular, physical development is compromised by the inadequate outside facilities. All the required areas of learning are planned for, with good provision for personal, social and emotional development and for communication, language and literacy.
31. The school makes good provision for pupils who speak English as an additional language and for those who also have special educational needs. Pupils' progress is tracked and monitored rigorously and pupils' achievement is good.
32. The provision for pupils with SEN in the main school is good. They are supported effectively in mixed ability classes. Teachers use the pupils' individual education plans well as they adjust their teaching to meet individual needs. Good use is made of learning support assistants to both support and model teaching. Pupils with SEN are fully accepted by their peers and their contributions to lessons are valued by all. However, there are too few opportunities for pupils in the speech and language unit to be included in the breadth of the curriculum offered by the

rest of the school. Currently, their inclusion is limited to a few subjects such as physical education and art. The Deputy headteacher maintains a file on pupils who have been identified as gifted and talented and this covers a wide range of individual talents. Good provision for highly capable pupils is made in lessons, particularly in Key Stage 2.

33. The good range of visits and visitors makes a significant contribution to the success of the whole curriculum. There is good provision for all the major sports, with pupils involved in regular competitions with other schools. External visits support the curriculum well, including to a farm, the British Museum and Rochester. Year 6 pupils experience an enjoyable and personally enriching residential activity week. They also attend the Shakespeare for Kids production at the local theatre. A good range of extra-curricular opportunities exists, including an art club, chess club and the provision of a homework club. There is further good provision for music through a sixty-strong choir and three recorder clubs.
34. There are a satisfactory number of teachers to meet the demands of the whole curriculum. At the time of the previous inspection, resources were judged as satisfactory, with accommodation judged as unsatisfactory. Resources are now unsatisfactory in most areas of the curriculum and this is due to the lack of funding over the last two years.
35. A new library, computer suite and toilet for the disabled have been added to the school. However, some of the accommodation is now poor and needs urgent repair or replacement. An early years classroom is very cramped, but of greater concern is the floor, which bounces freely up and down when walked across. The Year 6 classes are housed in a building well away from the main school, attached to the canteen. Both of these rooms provide a completely unsuitable environment for teaching. There is a constant level of noise from the kitchen, which affects the ability of pupils to concentrate on their work. The rooms are draughty, with ill-fitting doors and windows, with one room so damp that there is mould growing on the walls. Display boards have to be protected from the dampness on the walls. Other wall-hung displays of pupils' work fall off the walls, bringing peeling paint and plaster with them. A dehumidifier has been placed in one classroom to try to alleviate the problem. This lack of care for both pupils and staff has a negative effect on the morale and health of both. Neither should be expected to suffer such conditions and their needs should be addressed urgently.

Care, guidance and support

The school takes good care of its pupils and provides them with good support and guidance. Pupils are involved well in the life of the school.

Main strengths and weaknesses

- There are very good relationships between teachers and pupils.
- Health and safety procedures are good.

Commentary

36. The support and guidance of pupils have improved since the last inspection.
37. The school has good policies and procedures to ensure the health and safety of pupils in its care. The health and safety policy is regularly reviewed by governors, who also visit the school to identify any hazards. This term, the consultative headteacher has introduced a proforma to ensure that teachers carry out risk assessment for all visits off site. The school has taken very good steps to ensure that child protection is well covered during the transition period between headteachers. Staff are fully aware of what they should do if they have any concerns.
38. Pupils value the support their teachers give them and feel they will help them with any problems. Teachers know their pupils very well and use assessment data well to guide and

improve their work. This contributes to the good achievement pupils make. However, marking does not consistently point out where recorded work can be improved.

39. Good procedures are in place to achieve efficient induction of new pupils; however, the arrangements at the beginning of the day, which inhibit contact between parents and Reception class teachers, are unsympathetic to the emotional needs of young children.
40. The school values pupils' views and until this term, the main forum for gathering them has been through class discussions. As a response to pupils' concerns over rough play in the playground, the playground has been zoned for different activities. This term, the school has set up a school council which provides both staff and governors with a better understanding of pupils' views.

Partnership with parents, other schools and the community

Partnerships with parents, the community and other schools are **satisfactory**.

Main strengths and weaknesses

- Reports do not clarify pupils' attainment or progress in many subjects.
- Parents are very supportive of the school.
- Arrangements at the beginning of the day do not promote a strong home-school partnership.
- The school provides good information about the curriculum.

Commentary

41. Parents continue to be supportive of the school. The school has maintained useful links with other schools and the local community.
42. The school values the support parents provide for the school and for children's learning. There is good information about what pupils will be studying every term and the expectations for homework are clearly explained. This enables parents to support their children's learning at home. Parents are welcome to help in school and a number regularly support reading. In addition, the parents' association raises considerable sums of money that the school uses to improve resources. Currently, it is raising money to improve playground apparatus. Although the school does not have a programme for consulting parents, it does act on their views, for example with the introduction of trousers for girls and by providing later appointments at consultation evenings. There are satisfactory arrangements for dealing with concerns and complaints.
43. A few parents are unhappy about the arrangements for admitting pupils (especially those in Reception) in the morning. They dislike neither being allowed to come into the playground with their children nor to go to the office. These arrangements are not satisfactory and are acting against the school aim of working with parents. Almost a quarter of parents who returned the questionnaire did not feel well informed about their children's progress. This is fully justified, as, although the reports give parents good information about progress in English, mathematics, science, ICT and RE, they do not for the other subjects. In addition, there is very little information relating to pupils' attainment in any subject. Reports for the early years classes are satisfactory.
44. The school has good relationships with local secondary schools and these aid the transfer of pupils. In addition, the school offers work experience and community service placements to pupils from local secondary schools.
45. The school has some useful links with the local community. Christian Religion in Bexley Schools provides good support for both RE and assemblies. Local sports clubs, for example Kent County Cricket and Charlton Football Club, support sports clubs in school. The Carole

Lewington Trust is very supportive of the school. It has helped fund the library and provides support for those families who cannot afford the residential school trip.

LEADERSHIP AND MANAGEMENT

Leadership of the school is **good overall** and the leadership of the consultative headteacher is **excellent**. The school is well managed and the governance is satisfactory. Reports do not meet statutory requirements.

Main strengths and weaknesses

- The leadership of the consultative headteacher is excellent.
- The senior management team is very supportive.
- Strategic planning is very good.
- The commitment and teamwork of staff is very good.
- Governors have not been proactive enough in planning for a predicted budget deficit.
- Workload of members of the senior management team is too high.

Commentary

46. The leadership and management of the school have improved since the last inspection.
47. The consultative headteacher has quickly grasped the strengths and weaknesses of the school and is giving excellent leadership to staff to continue to improve the school. The transitional school improvement plan identifies appropriate priorities for development and suitable action plans to deal with them; however, the success criteria are insufficiently focused on pupils' achievement. Senior managers in the school are very committed to continuous school improvement and are very supportive of the consultative headteacher. Their intimate knowledge of the school and its pupils is enabling a smooth transition period, leading to the new permanent headteacher taking up her post in the summer. The senior management team is currently understaffed and consequently some members have too heavy a load, resulting in unnecessary personal strain.
48. Leadership of key staff, except for the language unit, which is currently a vacant post, is good overall and very recently improved. At present the subject co-ordinators have a good grip on how to raise standards and achievement. Following a period of very limited school improvement planning, full analysis of assessment data from national tests is now being used effectively. This has identified weaknesses, some long-standing, in the curriculum, which resulted in depressed standards in science and mathematics at Key Stage 1. Co-ordinators' role is improved since the last inspection but has little influence on informing and managing budget allocations.
49. This term, the consultative headteacher has shared comparative performance data with governors and staff. This data has been used very effectively to identify areas for development and to inform the transitional school development plan. In addition, the slippage in the programme of performance management has been rapidly made up. The consultative headteacher has carried out a comprehensive programme of monitoring the quality of teaching and has taken decisive action where there was need for improvement. The programme for continuing professional development has been on an ad-hoc basis recently and not sufficiently linked to school development planning. The school's support for newly-qualified teachers is very good.
50. Governors are very supportive of the school and have a clear grasp of strengths and weaknesses in the standards pupils achieve at age seven and 11. A number of governors visit the school and help with different activities; for example, one went on school journey. This gives them a feel for how well the school is doing; however, they do not have sufficient

mechanisms for gaining first-hand information about whether the school is meeting the success criteria in the school improvement plan. In the main, governors are meeting their statutory responsibilities well. There is a race equality policy and the school analyses the achievement of pupils from different ethnic groups but does not yet report this to parents. The annual reports to parents do not meet statutory requirements in reporting attainment and progress in all subjects.

51. Governors are aware that there is a predicted decrease in pupil numbers for next year and that they have spent about £40,000 of their reserves this year and consequently, a deficit budget is likely unless they take action. However, even though they have received an indicative budget from the local education authority, they have not modelled different scenarios to remedy the situation. Careful financial management is undertaken to ensure good value from purchases.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,124,149	Balance from previous year	67,773
Total expenditure	1,057,952	Balance carried forward to the next	58,942
Expenditure per pupil	2,501		

52. Upton Primary School is an effective school providing good value for money. It benefits from supportive parents and governors and the teamwork and commitment of staff to continuing school improvement. However, the school's development is hindered by the effects on achievement posed by poor accommodation and lack of available funds.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

53. Levels of attainment are just above average when children enter the Nursery class. Children achieve well in personal, social and emotional development and in communication, language and literacy because of the quality of teaching and the emphasis of the curriculum. Achievement is satisfactory for other areas of learning. Strengths in the provision have been maintained since the last inspection.
54. There is a good ratio of adults to children to ensure that their needs, including special educational needs, are met and to ensure children's safety in moving around the building. This movement is often necessary because one Reception class is housed in an old demountable hut in the centre of the school. It has no immediate access to cloakroom facilities or to an outside environment. The second cramped Reception class is attached to the Nursery, with no toilet facilities or immediate access to a well-fenced area. The Nursery is very small; the outdoor area is secure, but unexciting and small.
55. During the spring, when the second group of Reception children start, and during the summer term, the Reception classes alternate between the hut and classroom. This allows both groups to use the facilities inside the school and in the Nursery garden. At lunchtimes, children in the hut eat in the depressing, unsuitable and noisy canteen. They join the whole school in the playground at lunch playtimes, where there is limited appropriate play equipment; this is not satisfactory.
56. The leadership and management of the Foundation Stage are satisfactory; a lot of time is spent in managing the difficult accommodation rather than developing an innovative curriculum. Parents of Reception children have to say goodbye to their children at the entrance to the playground; they are not allowed into the schoolyard in the mornings. Parents quite rightly do not find this acceptable, as they want to see their children settled before leaving them all day.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are on track to exceed the goals for their learning by the end of the Reception Year.
- Children are keen to come to school because of the very good relationships.

Commentary

57. All children, including those with SEN and those for whom English is an additional language, achieve well in personal, social and emotional development. The quality of teaching and learning is good. Children settle into the Nursery well because there are established routines, a consistent approach to behaviour management and plenty of interesting things for them to do and to learn. Planned activities encourage them to play and co-operate together from the start. The children behave very well, are friendly and share equipment without making a fuss. They are beginning to choose activities for themselves and the staff help and encourage them in this respect. The Reception teachers encourage children to make choices about behaviour and model well what they want pupils to do.
58. Children in the Nursery and Reception classes form very good relationships with the adults around them. Reception children quickly learn to make an orderly queue and to move sensibly

to other parts of the school, for example, to go to the lavatory. Because of the distance involved, an adult always accompanies them. This takes away the independence learnt in the Nursery. Children are friendly and kind to each other.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is good provision for children to practise their speaking and listening skills.
- Support given by parents at home develops children's good attitude to books.

Commentary

59. Many children start Nursery with poor listening skills, but these develop quickly as adults talk to them and use simple questioning techniques, which encourage them to respond. Most children are confident in speaking and their vocabulary is continually expanding. The quality of teaching and learning is good. Staff provide a wide range of activities so that children make good progress, and achieve well. For example, in the Nursery a group of younger children talked about 'The Very Busy Spider'. They expressed themselves using a mixture of short phrases and words. In Reception, children took on roles of veterinary staff in the animal clinic and were able to express themselves reasonably well and with good support from their teacher, who effectively encouraged conversation.
60. Most children are developing good reading skills. Children are very keen to read and willingly take their book bags home each night. They are proud to show the remarks that their parents have written in their contact diary. About a third of the Reception classes are already reaching good standards. Some children, however, are given reading books to take home to read that are too easy to support the work learnt in class. All children enjoy listening to stories.
61. Most children in the Nursery are beginning to make marks on paper to communicate meaning. They experiment with familiar symbols and marks. However, although many recognise their names, few children in the Nursery are able to write their name correctly when unaided. In the Reception class, children use a mixture of marks, symbols and familiar letters to communicate meaning. The majority will not achieve the goals for writing by the end of the Reception Year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers plan a wide range of interesting activities to support learning.

Commentary

62. The quality of teaching and learning is satisfactory. Nursery staff plan interesting activities that help to develop both mathematical and language skills. For instance, after children heard the 'Very Busy Spider' story, they were encouraged to count the number of legs the spider had, then made a spider with its eight legs. Children in Reception are encouraged to use their fingers to count to ten and number work is reinforced through suitable songs and rhymes. More capable children are learning to add and subtract numbers by counting objects. They recognise and name simple two-dimensional shapes. Staff use a good range of resources, which encourage the children to acquire new skills. Children's achievement is satisfactory and by the end of the Reception Year, standards are in line with the expected level.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use is made of information and communication technology to promote learning.
- The outside area isn't developed enough to support learning.

Commentary

63. The sound teaching and organisation give children many opportunities to develop their knowledge and understanding of the world. The school meets statutory requirements for their religious education. Children play and explore confidently and use tools carefully. Many are able to use adhesive neatly and cleanly and can skilfully use the computer mouse. Children's keyboard skills in the Reception classes indicate that they are confident for their age in using computers. Teachers plan good opportunities for children to learn through role-play, for instance in the Animal Hospital. The classes are well staffed, which allows children to make satisfactory progress because they have the attention they need to guide and help them. Children show interest in learning about their senses as they play in the grounds. However, this is not consistently extended by adults. The outside play area is too small and unexciting to promote children's curiosity and enquiry skills. This impedes their progress. The majority of children will attain the goals for their learning by the end of the Reception Year.

PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

Main strengths and weaknesses

- There is no outside area for Reception children.
- The Nursery outside area does not have sufficient challenging apparatus.

Commentary

64. The quality of teaching and learning is satisfactory and children are on track to reach the goals for their learning by the end of the Reception year. Children in the Reception learn to run, stride, walk, jump and turn in response to playing games such as 'traffic lights'. They really enjoy controlling their bodies when playing "What's the time, Mr Wolf?". Nursery children push prams and use their developing physical skills to construct wooden structures. By the end of the Reception Year, the children are able to move with confidence, show a good awareness of space and have an appropriate understanding of safety. They handle tools such as scissors and shape cutters with increasing control. For instance, Reception children use sticky tape in their junk modelling and cut off suitable lengths for attaching together cartons.

65. Relationships between adults and the children are good and everyone is encouraged to participate fully in the sessions. Time is used well. For example, staff sing Nursery rhymes and songs with the children whilst they are helping them put on their shoes and socks. The outdoor area has limited challenging equipment to develop children's co-ordination and travelling skills. The area is too small to accommodate the large number of early years children. The Nursery class uses the school large apparatus, but this is an unsatisfactory alternative for outdoor physical activity. There is no dedicated outside area for Reception children and whilst the school alternates use by the classes of the Nursery facilities, this is not sufficient for their needs. The majority are on track to reach the goals for their learning by the end of Reception Year.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Attainment is good by the end of the Reception Year and children's achievement is satisfactory.
- Sessions are planned to link closely with other areas of learning.

Commentary

66. The quality of teaching and learning is satisfactory. Nursery and Reception staff plan satisfactory opportunities for children to use their imagination, explore a range of materials, respond to music and express themselves. These are linked to themes and topics, which make them meaningful to these youngsters. For instance, the children learned about the farmyard animals, a visitor brought in her dog and read stories to the children. The children loved singing 'Old MacDonald had a farm' and pretended to treat sick animals in the animal hospital. Good links were encouraged with other areas of learning such as communication, language and literacy. For example, the children were provided with paper and a telephone to make appointments to see the veterinary surgeon and the animal nurses.
67. Resources are all clearly labelled and made accessible to all the children. This enables them to progress in their learning and develop independent skills. This is, however, more difficult in the hut, as the only space for storage is on high shelves.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards by the end of Year 6 are well above the national average and, by the end of Year 2, above national average in writing and well above in reading.
- Overall, achievement is good, with younger pupils' achievement being satisfactory. Achievement is very good for Year 6 and in reading at Year 2.
- The quality of teaching is very good overall, with good teaching seen in younger pupils' classes.
- The co-ordinators provide very good leadership and management.
- Procedures for assessing work and tracking progress are very good and are used very well.

Commentary

68. There have been very good improvements in provision since the last inspection. The improvements have resulted in better standards, achievement and quality of teaching across the school. In 2003, results in national tests at the end of Year 6 were well above the national average and well above average compared to similar schools. Higher-attaining pupils did particularly well; the proportion of pupils achieving above expected levels was well above average. The standards of current Year 6 pupils are similarly well above the national average. Although girls do better than boys in the national tests at Year 6, no significant differences in the standards of work were noted during the inspection. Pupils' achievement is good overall and very good in Year 6.

69. Test results at the end of Year 2 in 2003 were well above average in reading and above average in writing. The standards of current Year 2 are similar to the previous year. Pupils' achievement is satisfactory overall but is very good in reading at Year 2. More challenging work and more opportunities for pupils to ask and answer questions and explain their work would further improve achievement.
70. Pupils with SEN are well supported and achieve well in relation to their targets set in their individual education plans. Pupils whose mother tongue is not English are fluent in English and their achievement and standards are similar to their monolingual peers. There are no differences in achievement and standards attained by the small number of pupils who are from different ethnic backgrounds. Gifted and talented pupils' achievement is also good.
71. Standards in speaking and listening skills are similar to those expected nationally by the end of Year 2 and 6 and pupils' achievement is satisfactory. The school has identified this as a priority for development. Strategies such as the 'Chatterbox' project in Years 1 to 4 and the emphasis on pupils reading their work in class presentations are improving pupils' speaking and listening skills.
72. Good focused teaching of reading skills in Years 1 and 2 has improved standards so that they are now well above the national average throughout the school and pupils' achievement is good. Pupils of all abilities enjoy reading and read aloud with confidence. The higher-attaining pupils are fluent readers and can explain why they would like to be one of the characters. By Year 6, pupils read with good expression, compare different authors, and interpret the text well, understanding the subtleties and humour.
73. Standards attained by Year 2 pupils in writing are above average and achievement is satisfactory. In one lesson, Year 2 pupils were enjoying writing about the Troll in the 'Three Billy Goats Gruff'. Higher-attaining pupils wrote in complex sentences. However, there were too few opportunities for pupils to ask and answer questions about the character and insufficiently high expectations of their writing to raise achievement. By the end of Year 6, pupils attain well above the national average standards. Over time, lessons cover a wide variety of ways for pupils to develop and use their writing skills. Older pupils write thoughtful poetry and extended stories of good quality. Most pupils sustain a plot and develop characterisation over pieces of good length. They use vivid description to capture the reader's interest. Pupils present their work well.
74. The quality of teaching and learning across the school is very good for older and good for younger pupils. Teachers set clear learning objectives and pupils are aware of what is expected of them. They understand how the present lesson links to previous work. Pupils are managed very well across the school, and, as a result, older pupils' behaviour in lessons is excellent. Teachers use praise and encouragement very successfully to motivate pupils. Pupils' interest is maintained by careful questioning. Older pupils receive challenging work and they respond positively. However, younger pupils do not consistently receive challenging work and this slows their progress.
75. Both the Key Stage 1 and Key Stage 2 co-ordinators provide very good leadership and manage the subject very well. The marking policy is implemented very well. Assessment is rigorous; test data is analysed and progress is tracked. This information is used very well to provide additional support such as booster classes, additional early literacy classes and initiatives to improve speaking and listening skills. Resources for the subject, especially books, are now being updated and are sufficient. The newly-furbished library is used well.

Literacy across the curriculum

76. The provision for literacy across subjects is satisfactory overall. In mathematics, pupils use appropriate vocabulary, and in religious education they discuss work and write about their topics. In science, pupils write well-structured reports of their experiments but on occasions copy work instead of writing their own. In art and design, pupils use their speaking and listening skills well when they discuss and evaluate work. There are some opportunities for pupils to apply their word-processing skills in other subjects. Pupils make sufficient use of ICT to mix text and graphics to present their work. However, opportunities are missed in history and geography.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching at Key Stage 2 is good, with some very good features.
- Standards are high at the end of Year 6.
- Work in number is good across the school.
- The use and application of mathematical skills is insufficient in Key Stage 1.
- Pupils' attitudes and behaviour are good.
- The co-ordinators provide good leadership and management.
- The marking of pupils' work does not sufficiently indicate areas for improvement.

Commentary

77. In 2003, results in national tests at the end of Year 2 were average. Currently, work in number is above average, with other areas of mathematics found to be similar to what is expected. Their achievement is satisfactory overall. Pupils are confident in their use of number, adding and subtracting numbers up to 100, and are developing a sound understanding of multiples in their work on tables. They have been introduced to the fractions of $\frac{1}{2}$ and $\frac{1}{4}$ and are able to identify some of the properties related to two-dimensional shapes. Pupils' attitudes to mathematics and their behaviour are always good.
78. Results in the national tests at the end of Year 6 in 2003 were well above average. By the end of Year 6, pupils' achievement in mathematics is high. Pupils improve significantly on their end of Year 2 national assessments. They show a good understanding of equivalent fractions and the relationships between fractions, ratio and percentages. They are able to calculate the areas of rectangles and triangles and apply this knowledge when investigating the areas of other more complex shapes. Pupils apply their skills well, particularly when investigating patterns in number and solving problems. This ability to apply knowledge is the most improved feature of learning.
79. Pupils with SEN and EAL are well supported, particularly by learning support assistants, who have a very positive impact on their learning. As a result, the achievement of both groups is similar to that of their peers.
80. The quality of teaching at Key Stage 1 is satisfactory. There is a strong commitment to number work but at times the level of challenge for some pupils is not high enough. Few opportunities are provided for pupils to apply their skills and use these in order to develop their own methods when solving problems. This is a barrier to raising pupils' achievement.
81. Throughout Key Stage 2, most teaching is good, with some very good features. A particularly good lesson in Year 3 challenged pupils to investigate numbers, and this was then linked very well to calculating $36 + 42$ using brackets to rearrange the numbers into $(30+40) + (6+2)$.

Pupils then applied this new learning to other number problems. While in Year 6, pupils were developing their understanding of pie charts by extracting data and then using complex fractions to construct their own charts. In this lesson, where pupils were showing real enjoyment of the task, just over half of the pupils were working at levels well above what is expected nationally. Good teacher subject knowledge, very good classroom management and a commitment to providing a high level of challenge marked both of these very successful lessons. As a direct result, achievement was very good. Pupils' attitudes to work and behaviour are good. In the one class where management and organisation is just satisfactory, pupils' attitudes to work are less positive and, as a result, a number of pupils' progress is compromised.

82. Assessment is now embedded into teachers' planning and this is used well to ensure provision is targeted to pupils' needs. Further half-termly more formal assessments are used to inform planning and to track and set pupil targets. Marking is carried out regularly. However, too rarely do teachers' comments give guidance to pupils about what they need to do to improve.
83. The leadership and management of mathematics are good. It is only recently that the co-ordinators have been provided with the necessary national and school-based data, which allows planning for improvement. The newly-written subject action plan accurately identifies the most important aspects of provision to be improved but does not show how spending decisions should be prioritised. The current situation, where the co-ordinators have not had budgetary responsibility for the past two years, is unsatisfactory. Resources are in need of replacement.
84. Since the last inspection, a number of improvements have been made. Assessment is now firmly in place. This was a key issue arising from the previous inspection. There is now no unsatisfactory teaching in mathematics, with some very good examples of teaching in evidence. The co-ordinators have recently become much more active and involved. However, the accommodation remains unsatisfactory. The Year 6 classrooms, which are draughty and damp, suffer with noise from the adjoining kitchen and do not provide an adequate working environment for pupils or teachers.

Mathematics across the curriculum

85. There are insufficient opportunities for pupils to use mathematics in other subjects. There are developing links with ICT where pupils are using spreadsheets and graphs, and with science in the analysis and extracting of data from graphs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 6.
- Pupils' attitudes are good. They particularly enjoy practical work.
- Leadership and management are good and have recently improved.

Commentary

86. In 2003, results in national tests at the end of Year 6 were well above the national average. The standards of the current Year 6 pupils are well above average and they achieve very well. The results of teacher assessments at the end of Year 2 were below the national average. The standards of the current Year 2 are average and their achievement is satisfactory. Test results at the end of Year 6 have improved significantly since the last inspection. Progress is no longer unsatisfactory in Key Stage 1.

87. Pupils have better knowledge and understanding of science than investigative skills because of a previously unbalanced curriculum. Pupils in Year 2 can describe differences between living and non-living things. They describe features of different materials and understand that some changes caused by heat are irreversible. They know the many everyday uses of electricity and can construct simple circuits. Some pupils are developing a notion of fair testing, for example by keeping the size of the ice cubes the same when investigating factors which cause them to melt at different rates. Pupils in Year 6 have an impressive knowledge of scientific facts and use technical scientific language well. They are able to separate different materials using filtration and evaporation. They know how the angle of light affects the length of shadows. The majority understand that observations need to be repeated to ensure they are reliable and that some aspects of an experiment need to be kept constant to ensure fair testing. Lower-attaining pupils have difficulty articulating their conclusions.
88. Pupils' attitude to the subject is enthusiastic when practical work is involved. Some express a dislike of theory lessons. Pupils with SEN achieve as well as their peers. Pupils from ethnic minorities and those with EAL who are all fluent speakers achieve as well as pupils of similar capability.
89. The quality of teaching and learning is satisfactory in Key Stage 1 and good in Key Stage 2. It is very good in Year 6 and in one Year 4 class. Throughout the school, pupils and adults relate well and behaviour is generally managed well. This provides a positive climate for learning. Pupils are given good opportunities for discussion, reflecting a whole-school priority to improve these skills. Pupils have a clear sense of purpose, as the focus of lessons is always clearly explained. The level of challenge is not consistently high enough for some very capable pupils in Key Stage 1, resulting in only satisfactory achievement overall. They are given too few opportunities for independent recording. Conversely, teaching is very good in some classes in Key Stage 2 because pupils are expected to apply their knowledge and the level of challenge is high. They respond to questions well and pose their own, such as "why is the heart bigger on the left side?". Theory is woven carefully with investigational work so it becomes relevant, for example by studying the structure and function of the heart before carrying out an investigation on pulse rate and level of exercise. Marking often gives praise; however, not all teachers consistently identify the reasons. Some pupils are not required to respond to marking, for example by completing titles of experiments and labelling of graphs. This results in pupils having a weaker understanding of what constitutes good achievement and how to improve. These specific examples result in pupils having difficulty in drawing conclusions.
90. The subject is led and managed well. Better use of all data arising from tests has recently resulted in an increased emphasis on investigation and experimental work. This is now raising pupils' achievement and their intellectual challenge, following three years of results in Year 2 which were below the average for similar schools. Assessment procedures are good but they are not consistently applied by all teachers. Numeracy skills are used well by graphically recording results. ICT has only recently become a component of the curriculum. Pupils regularly write up their investigations but it is evident that some have done a lot of copy writing. The accommodation is cramped for experimental work. Resources are satisfactory for older pupils but are too limited for younger pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Resources and accommodation and their use are unsatisfactory.
- The school does not plan well enough to exploit pupils' knowledge and developing skills to enhance learning across the curriculum consistently.
- ICT co-ordinators provide good training and support to staff.

Commentary

91. Pupils, including those with special educational needs, are achieving satisfactorily overall. In some classes where teaching is more effective and the computer room is used more efficiently, pupils' achievement is better. Where the computer room is used for large class numbers, teaching has less impact and learning can be unsatisfactory. Standards are in line with national expectations at the end of Year 2 and Year 6.
92. Teaching and learning are satisfactory overall but better in Years 5 and 6. The more effective teaching and more efficient use of the computer room have a greater impact on learning and there are clear indications of an upward trend in attainment where this occurs. The impact of staff training and the regular weekly surgeries offered by the co-ordinators is positive. Teaching and learning are handicapped by unreliability of hardware.
93. Pupils of all ages display confidence in their use of computers. They are enthusiastic and keen to try out new programs. Examples of this were seen in Year 2, where pupils supported their literacy, in Year 5, where pupils were developing control skills, and in Year 6, when pupils used spreadsheets. Pupils throughout the school are acquiring secure understanding of ICT but the opportunity to develop skills individually is hampered by an inconsistent approach to using ICT across the curriculum.
94. The leadership and management of ICT are satisfactory with some good features. Co-ordinators have worked extremely hard to improve standards in ICT. They have considered what needs to be achieved in order to raise standards and have set about this methodically. They have supported staff in acquiring the necessary skills and confidence to deliver the subject. They have purchased considerable software and considered what needs to be built into planning. They acknowledge that the computer room is not suitable for the number of pupils using it.

Information and communication technology across the curriculum

95. The use of ICT across the curriculum is insufficient. During the week of the inspection, there were isolated instances of ICT supporting the curriculum. There was also evidence of it supporting areas of the curriculum in pupils' work but only limited evidence of it noted in teachers' daily planning.

HUMANITIES

One lesson was seen in history and two lessons in geography. There is insufficient evidence to judge overall provision and standards in these subjects which were not the focus of this inspection. Four lessons were observed in RE.

96. The plan for **geography** covers statutory requirements and makes satisfactory arrangements to ensure that the development of skills and knowledge is not too fragmented. Most pupils have a sound understanding of factual knowledge of Britain and the wider world. This year, there has been a greater usage of photocopied tasks, which pupils dislike. There is a satisfactory range of visits and visitors to support the curriculum. This has a positive impact on pupils' learning. There is limited use of computers to support learning in this subject. Subject co-ordination is just satisfactory. A teacher who teaches only two terms a year has the responsibility for the subject and its development.
97. The work in pupils' books and on display was insufficient for an overall judgement to be made about provision in **history**, standards, pupils' achievement, or improvements from the previous inspection. The school's overview of the curriculum planning indicates that National Curriculum requirements are met. In the lesson observed, teaching and learning were good. Pupils learned about life on a Tudor ship. They understood the social conditions of the Tudor times.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- By the end of Year 6, pupils display good knowledge of different faiths.
- Good use is made of the knowledge of staff and pupils.
- The quality of teaching is good in Key Stage 2.
- RE makes a valuable contribution to pupils' spiritual, moral, social and cultural development.

Commentary

98. Standards in RE meet expectations of the locally agreed syllabus by the end of Year 2 and pupils' achievement is satisfactory. By the end of Year 6, pupils exceed expectations and their achievement is good. This represents an improvement on the previous inspection when standards met expectations. Pupils, including those with special educational needs, have very good attitudes to the subject. They are aware of significant characteristics of other faiths. They consider why people celebrate, and discuss in depth the different features of the celebration. They contemplate the rules and significant symbols of other faiths. This was observed during the act of collective worship when a mother and her sons explained the various rules of Sikhism. Pupils listened attentively, asking and answering questions. A key feature of the assembly was the respect paid to different faiths.
99. Teaching and learning are satisfactory in Key Stage 1 and good overall in Key Stage 2, due to good subject knowledge. Effective use is made of the expertise of staff members and issues are discussed sensitively. For example, pupils in Year 6 began thinking about and discussing the external features of a mosque and the significance of their distinctive aspects. The respect pupils display to each other contributes to the social atmosphere in school.
100. The leadership and management of the subject, under temporary management by the deputy headteacher, are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in design and technology and one lesson each was seen in music and in physical education. There is insufficient evidence to judge provision in these subjects which were not the focus of this inspection. Three lessons were seen in art and design.

101. From the part-lesson observed in **design and technology**, discussions with the co-ordinator and pupils, scrutiny of the models being made and teachers' planning, the evidence gathered suggests that standards are in line with those found nationally. The curriculum meets statutory requirements, time allocation is appropriate, and materials and tools used are of good quality.
102. In the **music** lesson observed in Year 4, taught by the music co-ordinator, teaching and learning were very good. There were very good opportunities to appraise and compose music, using Britten's music as a stimulus. Pupils express a great enjoyment of music and know how to handle instruments correctly to ensure the sound resonates. Pupils receiving instrumental tuition are very enthusiastic and keen to perform. The scheme of work meets statutory requirements but the interview with Year 2 pupils suggests they do not have sufficient opportunities to perform and compose using instruments. Curriculum enrichment includes clubs for recorder and choir. There is a satisfactory collection of instruments.
103. Lessons in **physical education** meet the demands of the National Curriculum. Currently, each class is allocated two hours a week for their activities, meeting the latest guidance on curriculum time. Swimming is taught to pupils in Years 5 and 6. Most children are able to swim at least 25 metres before the end of Year 6. There is a good range of after-school

opportunities in sport, which includes football, tag rugby, tennis, cricket and netball, with both boys and girls involved in these activities. Resources for physical education are satisfactory. There is a good hard-surfaced playground and large field. The hall, which is also used for lunch, is adequate. However, the Year 6 classrooms are a distance from the hall. In poor weather, both boys and girls have to bring their clothes to the hall to change together.

Art and design

The provision in art and design is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy art and design, particularly three-dimensional work.
- Displays of pupils' work in art are interesting and attractive, but do not stay on the walls long due to the poor condition of the building.

Commentary

104. At the time of the previous inspection, pupils' standards by the end of Years 2 and 6 were below expectations. There has been good improvement since then, due mainly to national subject guidance available to teachers when planning lessons. Standards for all pupils are now average and pupils achieve well.
105. Pupils in Years 1 and 2 develop a satisfactory awareness of colour as they paint and print. Pupils in Years 3 and 6 now have knowledge and experience of the work of different artists and have an awareness of different techniques and use of media. Artwork is linked adequately to other subjects, such as history, geography and science. Teachers' planning still focuses in project work on developing art skills, for example, collage techniques in creating pictures of Henry VIII in Year 5.
106. The quality of teaching and learning is good overall. When teaching is at its most effective, teachers intervene at the right moment and direct and guide pupils' work, identifying good examples of work within the class and providing pupils with opportunities to discuss and investigate their ideas. For example, in Year 6, when pupils designed costumes for the three witches in Macbeth, teaching drew out how clothes help to reinforce characterisation. Teachers generally plan interesting activities that sustain concentration and motivation. As a result, pupils enjoy lessons.
107. The subject co-ordinator provides good enthusiastic leadership. She has good knowledge and understanding of strengths and weaknesses in provision and appropriate plans to address them. She is aware that the curriculum offered could provide a more exciting range of learning opportunities and knows how difficult it is to have artwork on display around the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in this subject. No overall judgement can be made about provision.

108. The school has a commitment to the pupils' PSHE and citizenship and this is planned very well across the curriculum with good links made with all National Curriculum subjects. The policy for sex and relationships education provides appropriate guidance for all pupils. Older pupils are given responsibilities for younger pupils, including looking after them in the playground and during wet playtimes, helping with dinner tables and setting out resources. The direct teaching of citizenship mostly takes place during class discussions when pupils consider issues and reflect on the impact their actions have on others. The school council provides a good forum where pupils' opinions are valued, and provides them with an insight into democracy.

Speech, language and communication resource (Language Unit)

Provision in Speech, language and communication resource is **satisfactory**.

Main strengths and weaknesses

- Teaching is good and pupils' achievement is satisfactory.
- Junior pupils' attainment varies considerably. More capable pupils do not consistently receive challenging work.
- Pupils have very good attitudes to learning and relationships with the staff are very good.
- Pupils receive insufficient opportunities to work with their peers in the mainstream classes.
- Accommodation is poor.
- The post of the head of the unit is currently vacant.

Commentary

109. The school has maintained satisfactory provision since the previous inspection in the language unit catering for pupils with speech and language disorders. The teaching has improved from satisfactory to good, and, as a result, pupils' social skills have improved from sound to good. The accommodation for the unit remains poor.
110. Year 1 and 2 pupils' standards are in line with the national average in English, mathematics and science. Year 3, 5 and 6 pupils' attainment varies considerably and is well below the national average. This arises because of their specific needs as well as some more capable pupils not meeting tasks of higher levels of difficulty. Pupils' achievement is satisfactory overall.
111. The quality of teaching and learning is good. A supply teacher took the class of five Year 1 and 2 pupils. She quickly ascertained their abilities and provided appropriate activities. With good support from the teacher and teacher assistant, pupils were able to sequence the story of 'Three Little Pigs' and started to write their own version of the story. They could read familiar words and can use their knowledge of letter sounds to read some unfamiliar words. In a mathematics lesson, Year 3, 5 and 6 pupils were adding the totals of money spent and the change received. One group worked well with the teacher assistant and successfully completed the task of adding coins to 10p. A more capable group of four pupils solved money problems to 50p and two of the pupils found the work too easy. This lack of challenge hinders progress and depresses standards.
112. Pupils receive a broad and balanced curriculum. The speech therapist provides appropriate support. Individual plans are good and respond well to day-to-day assessments. As a result, appropriate targets are set to enable pupils to progress. Pupils know their targets and the staff discuss these with parents twice a year. Pupils' statements of special needs are up-to-date and are reviewed regularly.
113. Pupils have very good attitudes to learning and have very good relationships with their teachers and teacher assistants. They show trust and respect, yet are keen to be independent. They engage in polite conversation, asking and answering questions. These qualities modelled and taught by staff raise their self-esteem and enable them to take part in mainstream classes. Pupils join in the main classes for physical education and art and design lessons. They cope very well and express enjoyment of these opportunities. However, these opportunities are insufficient.
114. There is no co-ordinator to lead and manage the unit. This vacancy has delayed plans to extend integration of pupils. The accommodation is poor. There is only one room and both junior and infant pupils have their lessons at the same time. Often these pupils are distracted by the normal routine work undertaken by the other group. Sometimes one group is required to vacate the room. The alternative cramped accommodation hampers their learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

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

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	6
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
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	4
The leadership of the headteacher	1
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).