

INSPECTION REPORT

BURSTED WOOD PRIMARY SCHOOL

Bexleyheath

LEA area: Bexley

Unique reference number: 101436

Headteacher: Mrs E Prynne

Lead inspector: Mrs June Punnett

Dates of inspection: 3 – 5 November 2003

Inspection number: 259768

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:	3-11
Gender of pupils:	Mixed
Number on roll:	443
School address:	Swanbridge Road Bexleyheath
Postcode:	DA7 5BS
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Kevin Aitcheson
Date of previous inspection:	2 November 1998

CHARACTERISTICS OF THE SCHOOL

Burstled Wood Primary School caters for pupils aged between three and eleven. It is situated in the London Borough of Bexley, in an area of both rented and private housing. Since the last inspection the school has almost doubled in size. Altogether there are 443 pupils on roll, organised into 14 classes. The school has 52 part-time nursery places and it is over subscribed. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils speaking English as an additional language is higher than in most schools; they include pupils from both European and Asian backgrounds. The percentage of pupils identified as having special educational needs is below the national average. The percentage of pupils with statements of special educational need is above the national average. These include pupils with profound and multiple learning difficulties. Pupils' attainment on entry to the school is above average this year, although it does vary from year to year. The school has gained many awards, including a gold level 'arts mark' and environmental and achievement awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17826	June Punnett	Lead inspector	Religious education Music English as an additional language Physical education
111414	Ann Bennett	Lay inspector	
16760	Dorothy Latham	Team inspector	English Art and design History Geography
27895	Margaret Skinner	Team inspector	Mathematics Design and technology Special educational needs
10270	Sandra Teacher	Team inspector	Foundation Stage Science Information and communication technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school with some excellent features. It is a caring community where all staff and pupils are valued. Pupils achieve well because their attitudes to work are very good. These factors, very good leadership and management, the high standards achieved by the end of Year 6, and the economic cost per pupil mean that this school provides very good value for money.

The school's main strengths and weaknesses are:

- High achievement in English and mathematics.
- The high quality of relationships within the school promotes a very good atmosphere in which to learn.
- The headteacher's leadership is excellent, and team-working is a considerable strength.
- The management systems within the school work well.
- The quality of teaching across the school is good overall, with some inspirational teaching in the upper junior classes.
- The curriculum meets the needs of pupils very well and there is a very good range of extra-curricular activities.
- The school works effectively with parents, who value it highly and provide very good support for their children's work.

The school is more effective than at the time of the last inspection in November 1998. The only key issue identified then has been addressed well, so that provision for information and communication technology has been significantly improved. The high standards achieved in English, mathematics and science have been maintained and have improved at a rate above that achieved by schools nationally over the last four years.

STANDARDS ACHIEVED

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

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

Pupils achieve well during their time at the school. Standards in English, mathematics and science are well above average when compared with all schools nationally in Year 6, and well above average in mathematics in comparison with similar schools. Girls achieve slightly better than boys in English, and pupils from all ethnic groups achieve equally well. The standards achieved by the end of Year 2 in 2003 were very high in reading, well above average in writing and above average in mathematics. Children in the Foundation Stage achieve well, and it is likely that all of the present group will exceed the national expectations in all areas of learning by the time they join Year 1.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Attitudes to work are very good and pupils' behaviour is good across the school. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. There is some very good teaching, especially in Years 5 and 6, and the **overall quality of teaching is good.** Lessons are planned carefully and meet the needs of the majority of pupils. The school has excellent procedures to assess pupils' work and track their progress.

The school provides its pupils with a very good curriculum, well suited to their needs. There is a very good selection of extra-curricular activities that contribute to pupils' successes in sport, art, music and personal development. The school cares for its pupils very well. It works well with parents and has productive links with other schools and its local community, all of which benefit its pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher's leadership is excellent and she is especially well supported by a highly competent deputy headteacher. Governors have a very good grasp of their responsibilities and carry these out well. All statutory requirements are met. The management of the school is very good. Finances are well managed and the school seeks to get the best value when considering purchases. The monitoring of the school's performance is well planned and pupils' progress is meticulously analysed. At the higher level 5, targets set for improvement are quite challenging. The monitoring of teaching and learning by the headteacher and the more experienced co-ordinators is very good and is having a strong impact on raising standards and improving the quality of teaching.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are positive about the school: they have a sense of belonging to a school community. They like the school's high expectations for behaviour and academic work, and their children enjoy coming to school. Parents think the school is well led and managed and that teaching is good. The inspection team agrees with the positive views of parents. Pupils confirmed to inspectors that they like the school.

IMPROVEMENTS NEEDED

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

- Rethink the accommodation so that the Reception classes have more access to the outside play area.
- Develop further the library facilities to make them more accessible to pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is very good in Years 3 to 6, and good in the Foundation Stage and in Years 1 and 2. Standards in all the core subjects reflect the abilities of the pupils, and show that pupils make good overall progress in their learning. There are slight variations in standards from year to year, depending on pupils' attainment when they join the school.

Main strengths and weaknesses

- By the end of Year 6, in the national tests, pupils achieve well above or above the national averages in the core subjects.
- Very good provision in English and mathematics ensures that pupils have enriching experiences.
- Standards in information and communication technology (ICT) have risen significantly since the last inspection.
- The overall good quality of teaching enables the majority of pupils to achieve as well as they should.
- Pupils with special educational needs make good progress in both key stages.

Commentary

1. Standards in the majority of subjects have been maintained since the last inspection. Standards in ICT have improved significantly. Standards achieved in the 2003 end of Year 6 national tests in English and mathematics were well above average, and in science above average. Standards seen during the inspection were above the national average in Key Stage 1, and well above the national average in Key Stage 2 in English and mathematics. In science, standards were above average.

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

Standards in:	School results	National results
Reading	18.3 (17.7)	15.7 (15.8)
Writing	16.7 (16.9)	14.6 (14.4)
Mathematics	17.4 (17.6)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	28.97(27.0)	26.8(27.0)
Mathematics	29.42(28.9)	26.8(26.7)
Science	30.28(28.7)	28.6(28.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

2. The trend in the school's National Curriculum test points for all core subjects was above the national trend in both key stages. When compared with similar schools, standards were above average in mathematics by the end of Year 2 and well above average by the end of Year 6. In reading, standards at Key Stage 1 were very high, in writing well above average, and in mathematics above average. Children in the Foundation Stage achieve well and make good progress in their learning. Although challenging for the current Year 6 group of pupils, the school

is determined to meet their 2004 targets. Pupils with special educational needs receive good support within their classrooms and this promotes their achievement. They make good progress overall. Pupils who speak English as an additional language also make good progress in their learning and achieve well because of the good support they receive in classrooms.

3. In Key Stage 1, higher-attaining pupils achieve as well as those in Key Stage 2. In literacy and numeracy, where assessment is well established, pupils' progress is very good. In Key Stage 1, girls achieve better than boys in reading, writing and similarly in mathematics. In Key Stage 2, girls achieve slightly better than boys in all core subjects. Pupils from minority ethnic groups achieve as well as others.

Pupils' attitudes, values and other personal qualities

The school is very successful in helping pupils to feel good about themselves, giving them a desire to learn and encouraging their personal development through exposing them to days full of learning experiences.

Main strengths and weaknesses

- Whole-school activities build a success-orientated community.
- The school has a very strong ethos in which pupils flourish and develop both personally and academically.
- Attendance remains average.

Commentary

4. The strengths reported at the time of the last inspection have been maintained and developed. The whole school community takes part in developing the grounds, and in local projects and competitions and pupils are proud of the school and its many successes. Pupils are very happy in school, and enjoy both their learning and attending many clubs.
5. Attendance is around the national average, and has dropped in the current school year. Parents are good at sending their children on time, and there is no unauthorised absence. Some absence relates to holidays taken in term time, and the school is diligent at reminding parents of the implications.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	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.

6. Pupils are given a real chance to flourish and succeed because they are encouraged to feel good about themselves. Their very good attitudes to learning help them to want to do well at their work and also to mature. They behave well in lessons because teachers are clear about expectations and kindly in the way they treat them. Behaviour is good, though lively at play, as pupils make the most of the creative play activities available for them outside. They mix well throughout the day and there was no evidence of racial or other tensions, and there have been no exclusions in the last year. Although parents reported a few incidents of bullying, the school's response has been entirely appropriate.
7. The school is a happy place; the adults are good role models and, as a result, relationships among pupils and between pupils and adults are very good. Each year, team captains are democratically elected within Year 6 and Year 2, and pupils are pleased when their ideas are

followed up. This arrangement lacks year-on-year continuity, but pupils are also listened to and consulted at other times.

8. Over their time in school pupils make huge gains in confidence because their spiritual, moral, social and cultural development is embedded in the school ethos. There is sensitivity to pupils' needs; teachers seek to identify and value specific individual areas of success. High quality displays value pupils' work and school assemblies are used well to recognise and celebrate both individual pupils' and the school's success. Every opportunity is taken to stretch pupils and expose them to a wide range of other cultures and faiths through the curriculum and visits. During the inspection, Year 2 pupils welcomed two visitors talking about how Diwali is celebrated, and one activity involved tasting unfamiliar food.

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	331	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	4	0	0
Chinese	4	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The curriculum is well planned and well supported by a wide range of extra-curricular activities. Teaching is good overall. Assessment of pupils' standards and progress is very good in Years 3 to 6, good in Years 1 and 2 and satisfactory in the Foundation Stage. Accommodation and resources are satisfactory in the Foundation Stage and good overall for Years 1 to 6. The school provides a very good standard of care for its pupils. It has productive relations with parents.

Teaching and learning

Teaching and learning are good overall.

Main strengths and weaknesses

- Teachers generally manage their classrooms well, encouraging and engaging their pupils.
- Homework is used well to reinforce or extend learning.
- Assessment procedures are very good in English and mathematics, and good in science, helping pupils to achieve well.
- Occasionally lessons are too teacher-directed and this means that pupils are given insufficient opportunities to engage actively in the learning.

Commentary

9. The teaching of English and mathematics is good overall, and the teaching of literacy and numeracy is good in all classes. The majority of teachers have a good knowledge of the subjects they teach and use it well to extend the learning of pupils. Behaviour overall, is managed well so pupils can listen and learn. The staff are very good role models for pupils. They effectively build pupils' self-esteem so that they feel confident. Pupils try hard with their work and this helps them to be successful in their learning.
10. Homework is used well to support pupils' learning and to improve their work. The use of assessment in English, mathematics and science helps pupils to reach their potential. In other subjects, co-ordinators have put assessment strategies in place but they are not yet having a full impact on standards in all subjects. In the most successful lessons, planning takes full account of the varying needs of all pupils, the pace of the lessons are brisk and there are 'brains whirring' in activity. On a few occasions, lessons are too teacher-directed and this means that pupils are passive learners and do not make the progress of which they are capable. Classroom assistants make a strong contribution to the quality of learning. Pupils with special educational needs are taught well and receive sensitive support from their classroom assistants. The quality of teaching for pupils with English as an additional language is good in lessons and helps them to make good progress.
11. The quality of pupils' learning and progress reflects the quality of teaching and is good across the school. Strengths in learning include the enthusiasm with which pupils apply themselves to lessons. In lessons, where pupils' behaviour is managed well, pupils have the opportunity to listen and learn. Pupils with special educational needs and those who speak English as an additional language make good progress in their learning, helped by the support they receive from adults in the class.
12. The school tracks pupils' progress across the school. The procedures are of the highest quality and help pupils to achieve high standards. In the best examples of marking, pupils are made aware of what they need to do in order to improve their work. The marking of pupils' work is very good overall; it is less consistent in science.
13. Teaching in the Foundation Stage is good overall, as it was at the time of the last inspection. Teachers' knowledge and understanding of the Foundation Stage curriculum and how children learn are good. Good learning reflects the teaching. There is a good balance between directed and free activities, and between structured and free play in the Nursery and some Reception classes. Teaching of the early stages of literacy and numeracy is well structured, and suitable for the age groups. Children make good progress because of sound planning, assessment and record keeping.
14. Pupils with special educational needs are provided with additional support or work suitable to their needs, especially in literacy and numeracy. They often follow specific computer programs to help with their spelling or mental mathematics. The very good support, especially from the learning support assistants, that pupils with statements of special educational need receive, ensures that they are fully included in all aspects of learning. Staff use signing for pupils with communication difficulties. All pupils with special educational needs achieve well. In literacy and numeracy, pupils with special educational needs receive specialist support from learning support assistants, and these pupils in Years 2 to 6 benefit from being taught in ability sets.
15. Key improvements since the last inspection include the significant improvements in the teachers' use of ICT in lessons. The impact of this has been that standards have risen from below average at the last inspection to satisfactory in all aspects, across the school.
16. Pupils of all social and ethnic backgrounds are fully included in the work of the school and are integrated well. This works well because of the consistent messages and high expectations given to pupils by all staff. Staff treat and value pupils as individuals. Many of the behaviour

management systems are based on positive reinforcement of good behaviour, and these work very well.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	7 (16%)	21 (49%)	12 (28%)	1 (2%)	0 (0%)	1 (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.

The curriculum

The school provides a very good curriculum that is relevant to the ages and interests of all its pupils. It fulfils statutory requirements. Pupils have very good opportunities to enrich learning. The good accommodation supports effective learning. There are sufficient staff to meet the requirements of the school's curriculum and levels of resources are good, with the exception of the small library.

Main strengths and weaknesses

- Provision for the arts is excellent.
- Good provision is made for the development of pupils' personal, social and health education.
- Extra-curricular activities, visits, and community involvement are very good.
- Curriculum development and innovation are very good

Commentary

17. There is a broad curriculum, with a good focus on literacy and numeracy, and a strong emphasis on the development of knowledge, skills and understanding in other subjects. The National Literacy and Numeracy Strategies are well implemented so that pupils are given a sound grounding in basic skills. The teaching of French and Spanish enriches the curriculum. Good care is taken to make sure that the curriculum is relevant to the needs of its pupils. Curriculum planning has improved since the last inspection. Teachers plan well, so that pupils make good progress as they move through the school. The Foundation Stage curriculum is appropriately planned to provide a wide range of interesting and relevant activities, which are well matched to children's needs. Good arrangements are in place for the development of pupils' personal, social and health education, including the appropriate teaching of sex education and the dangers of the misuse of drugs. Teachers promote these areas effectively with good teaching and a well-structured programme, which is an integral part of the aims and aspirations of the school. The 'Literacy and Numeracy gardens' plus other learning areas in the school grounds provide an additional learning dimension. Statutory requirements are fully met.
18. Provision for pupils with special educational is very good; this is the same as at the last inspection. Through careful assessment of each pupil's strengths and weaknesses the identification of pupils with special educational needs is very thorough. The most able pupils over a wide range of interests have been identified and their achievement is recorded.
19. A strength of the school is its inclusive ethos. The headteacher and staff ensure that all pupils benefit from the rich curriculum. They have appointed an inclusion co-ordinator who has audited provision and, with the support of the special educational needs co-ordinator, has developed a well-refined action plan. All staff have received training. All groups of pupils have equality of access to the full curriculum. The provision for pupils who speak English as an additional language is good, and enables them to achieve as well as they should.
20. Good induction arrangements and links with pre-school providers ensure that new pupils settle in confidently. There are good relationships and effective links with local secondary schools and pupils enter a well-organised transfer process as they leave the school at the end of Year 6.

21. Staff are hardworking and conscientious. All support staff provide valuable support, and work closely with class teachers as a team. Team working is a strength of the school and they contribute to both the academic and the personal success of the pupils. Resources are good overall, although pupils would benefit from additional ICT equipment and more library space.
22. There have been considerable improvements to the accommodation since the last inspection. Two new rooms have been built, including a performing arts studio, and three ICT areas designated. The school has prioritised developing its grounds and an excellent environment has been created. However, the library is too small for a class to use, and Reception class pupils do not have a secure outside area they can use freely. The buildings and school grounds are of very good quality, and the governing body's strategic management of these assets is very effective.
23. The very good range of extra-curricular activities enriches learning, with particular emphasis on the arts. Pupils have very good sporting opportunities and access to competitive sport, where they do well. Good use is made of the local community for resources and for visits and this extends pupils' learning. Pupils benefit from well-planned visits to museums and galleries.

Care, guidance and support

This is a happy school where the teamwork of staff leads to very good care for pupils. Assessment and marking are very good, so work is appropriately challenging.

Main strengths and weaknesses

- Very good attention paid to care, welfare, health and safety of pupils.
- Pupils' views matter.

Commentary

24. Strengths in this area identified in the last inspection have been maintained. Staff at the school, work in their pupils' best interests to safeguard their welfare and promote their all-round development. All are trained in child protection matters, and effective procedures are in place. All the classroom assistants are trained in first aid, and take very good care of pupils who are injured or unwell. Health and safety matters are managed very well, with full governor involvement, and external agencies are used appropriately.
25. Teachers have very good assessment information, and their high quality marking, gives each pupil consistently useful guidance on how to improve their work. Relationships between teachers, their allocated classroom assistants and their pupils, are very good, and this means that pupils have a choice of trusted adult to go to if they have personal problems. The "time out" room, used for first aid at break and lunch is consistently manned and also provides a refuge and listening ear.
26. Induction arrangements for pupils new to the school are good, introducing all those likely to be in contact with the pupil. Very few pupils join the school other than in Nursery or Reception, because the school is so full.
27. Pupils with special educational needs are very well supported. The new special educational needs co-ordinator monitors progress carefully and helps teachers and learning support assistants plan suitable work in order to help pupils make good progress. She is remodelling the individual educational plans so that the learning objectives are more precise and organisation more detailed.

28. The school has a culture of listening to pupils, for example subject co-ordinators talk to them as part of their review of progress in their subjects. Pupils in Years 5 and 6 completed a questionnaire about their likes and dislikes, which was evaluated, and the headteacher used the results in assemblies. Team captains from Years 2 and 6 meet with their key stage leader, and have good opportunities to raise matters which concern them. A group of older pupils were keen to talk to inspectors about a recent success, having written to parents about blocking the school entrance in the mornings.

Partnership with parents, other schools and the community

Parents think very highly of the school because they value the educational, and other successes their children achieve at Burstled Wood. Communication with parents does not take enough account of their perspective: much is exceptionally good, but at times it lacks clarity. The school makes good use of other schools and colleges and of the community to extend the curriculum.

Main strengths and weaknesses

- Very high quality prospectus and comprehensive governors' annual report to parents.
- Newsletters are often too long and not clear and lively enough.
- Parents are very willing to support their children with work at home.
- Parents want to be actively involved in their children's education, and some of them feel they do not have enough information about their children's progress.
- Active participation with other educational institutions through work experience and teacher training.

Commentary

29. This area of the school's work is as good as at the time of the last report, but the quality of communication remains an issue for some parents.
30. Written information for parents varies in its quality and usefulness. The prospectus is of a very high quality, with a clear statement of how the school works to develop the whole child. The governors' annual report to parents is very good, conveying their enthusiasm. The parent teacher association (PTA) newsletter communicates very well through lively, easy-to-read paragraphs, but by contrast the school's newsletters are very long, often with relevant information obscured by other detail.
31. Links with parents of pupils with special educational needs are good. They are invited to attend review meetings and liaise with the staff to support their children. Across the school, parents support their children very well with work at home. A fifth of parents felt unsure about how their child was getting on at school, even though there is a good programme of consultation meetings and a good annual report. This may be because of the way information is given. Reports give enough information on what the child knows, understands and can do, and a personal comment. For younger pupils, their reading and spelling ages are added, and compared with their chronological age, so that it is easy for a parent to see the progress their child is making. Formal test results in English, mathematics and science are included for pupils in Years 2 and 6, and optional test results are added for Years 3, 4 and 5. These are reported as National Curriculum levels, and not interpreted for parents. All reports contain targets for improvement in English and mathematics, but these are often not phrased in a way which is easily comprehensible by most parents.
32. Parents are given opportunities to comment about the school's work, and the results are reported in the governors' annual report. A good number of parents are working regularly as volunteers within the school, and the efforts of the PTA are valued.

33. Pupils transfer after Year 6 to a wide variety of schools, and transfer arrangements are well planned. As a result of a pupil questionnaire, the school identified anxieties among Year 5 pupils which they are now seeking to address. The school is increasing its links with other schools and colleges, so that pupils can benefit from their expertise. There are plenty of work experience and teacher training placements. The school's participation and success in Bexley competitions is a matter of pride, and helps to bring the school community together.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are very good. The leadership of the headteacher is excellent. The management of the school is good. The school is very well governed.

Main strengths and weaknesses

- The excellent leadership of the headteacher enables all members of the school community to be effective.
- Teamwork in the school is very good and a catalyst for the effective teaching and very good support that pupils receive.
- Governors are very effective in their roles.
- Staff review the work of the school very well.
- In its work, the school shows commitment to the promotion of equality of opportunity and concern for the needs of individuals.

Commentary

34. The headteacher has a very clear overview of all the elements of the school's work, and this is shared across the staff team through effective management. The headteacher knows pupils well, teaching regularly and monitoring samples of pupils' work. The deputy headteacher sets a very good professional example in her teaching, and leadership and in the management of assessment across the school. Subject co-ordinators lead their areas well and make substantial contributions to this well-run school.
35. The new special educational needs co-ordinator is well qualified and has made a careful review of the management of the area, which was judged as very good at the last inspection. She has ordered new software to further improve the organisation and effectiveness of special educational needs. She liaises closely with the inclusion co-ordinator to raise pupils' achievement.
36. The school monitors its performance very well. The headteacher has a very good knowledge of the school, and together with parents, pupils, staff and governors, is setting appropriate targets for school improvement and curricular planning. The assessment and tracking procedures are a strength of the school. Careful financial planning, administration and monitoring of expenditure ensure that the school's resources are used well to promote the pupils' learning.
37. Inclusion is a strong feature of the school, which successfully promotes equality of opportunity, and effectively includes pupils of all abilities and backgrounds in the life of the school. The school's improvement plan is planned in detail for three years and is an effective management tool. The performance management of teachers is closely linked to the improvement plan.
38. Governance is very good: governors are committed to and enthusiastic about the work of the school. This enthusiasm is conveyed well in their very high quality annual report to parents. Governors willingly contribute from their areas of expertise and are supportive of management whilst questioning and interrogating proposals. They fulfil all their statutory responsibilities and are now planning to meet the requirements of the Disability Discrimination Act.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,018,589
Total expenditure	870,226
Expenditure per pupil	1843.70

Balances (£)	
Balance from previous year	105,880
Balance carried forward to the next	148,363

39. Financial control is good and governors have agreed actions relating to the last auditor's report. The school has bought into an external agency to provide expert financial advice. Since the last inspection, the school has moved from deficit into a surplus that helps to finance developments. As the school has grown, it has been possible to improve working conditions for staff and pupils. The governors are judiciously saving funds to enable them to make more improvements to the accommodation. The school utilises ICT very well for administration and for the education of the pupils. Criteria to determine how well the money used is spent are established, and the governors have a finance policy in place. The strategic role of governors is very good.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. Provision for children in the Foundation Stage is good and has improved since the last inspection. Children are prepared well for transfer to Year 1. The small number of children in the Reception classes until January each year also ensures good individual attention, so that by the end of the year the majority of these children will exceed the expectations in most areas. All children achieve well because the teaching is good, and the curriculum is appropriately planned to provide a wide range of interesting and relevant activities, which are well matched to their needs. All adults are very good role models for the children and manage them well. There is a good ratio of adults to children, ensuring that the needs of all are well met. All staff work very well as a cohesive team, carefully monitoring all children's progress. The accommodation inside is satisfactory but the Reception class children do not have continuous access to a separate, secure outside area. The co-ordinator monitors the curriculum through looking at the planning and through regular meetings with staff. However, she cannot act as a role model of good practice because she is a Year 2 teacher.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the high expectations set by staff.
- Supportive relationships are being established and so children feel confident and happy.

Commentary

41. The children in the Nursery have settled in very quickly. Even at this early stage in the year, the clear boundaries and the consistent role models provided by the adults ensure that the children know what is expected of them, so that they quickly learn the correct way to behave. Children already know the routines well, settle to tasks with a minimum of fuss, and behave sensibly. The very good teamwork of the adults in all classes gives the children clear role models for co-operation, and a calm but rigorous approach to work. The majority of children show interest in what they are doing, concentrate well, even when not directly supervised, and are eager to learn.
42. Children are continually encouraged to feel confident about what they achieve, and are reminded of the high standards that the adults expect. They are friendly and take a pride in their work. Children are encouraged to share and take turns amicably, and put up their hands when answering a question. There is great emphasis on good listening skills and the use of 'signing' adds an additional visual dimension. Children are expected to clear up after themselves, which they do without much prompting. The very supportive relationships ensure that children feel secure and confident to seek help when required. The gains in learning already evident in this area are as a result of the continual reinforcement of rules by the adults, and treating each other and the children with courtesy and respect. This leads to trusting relationships, and helps the children succeed. Children in Reception show mature attitudes when they eat their lunch or play with the older pupils in the playground.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop the children's language skills.

Commentary

43. Early indications are that the majority of children are on course to exceed the expectations in this area of learning. Already children are making good progress as a result of the many opportunities they are given to talk and listen. All staff take every opportunity during all activities to develop the children's vocabulary through probing questioning and consistent insistence that children listen to the contributions of others. For example, when the children were making clay models of animals, they were encouraged to talk about what they were doing, and look at books of animals. They used a computerised dictionary to look up animal words and sounded out the first letter. Very good relationships mean that children have the confidence to talk, and all adults are genuinely interested in what the children have to say. Children enjoy books, and listen attentively when a story is read to them. For example, when the teacher read the story of the 'Elmer the Elephant' the children were hanging on her every word as she read with expression and excitement. This created an atmosphere in which the children experienced the wonder of books. Children are encouraged to take books home and share them with their families.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a wide range of activities to support learning, which ensures that children achieve well.
- Every opportunity is grasped in all activities to promote children's mathematical development.

Commentary

44. Teaching and learning are good. Teachers plan a range of interesting activities to promote mathematical understanding. Most children are working at levels above those expected for their age. Nursery children are already beginning to count to five. Adults use a variety of number rhymes and songs to help children count, particularly for birthdays. More able children can count the number of children in the class which on one day was 23. The continual use of 'signing' ensures the visual aspect to number. During one well-planned activity, where teaching was good, children took turns to thread beads, whilst making Mendhi patterns to celebrate the festival of Diwali. The teacher constantly asked 'How many more are needed?' and used her fingers effectively to demonstrate how many more were required. In this session children were beginning to appreciate the notion of 'one more than', while consolidating their understanding of ordering numbers to five. They also reinforced their ability to name colours, and learning to take turns enhanced their personal and social skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area.
- There is good cultural development.
- There are few programmable toys.

Commentary

45. Teaching and learning are good and children achieve well. Most are working at levels above those expected for their age. A good variety of appropriate interesting activities is planned to stimulate children's curiosity and enhance their understanding. For example, good use was made of photographs of an elephant safari to enable the children to see at first hand life in Africa. The role-play area was a realistic jungle and the children went on a 'jungle outing' outside, wearing their animal masks. Cultural development is particularly strong, with the Nursery home corner set up to represent clothes, food and music from India. The activities planned for this area of learning emphasise the way that all areas of learning are developed effectively alongside each other. Children draw firework pictures on the computer and use listening centres. They would benefit from more programmable toys.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is no continuous access to an outside play area for Reception classes, so opportunities for development are limited.
- There is limited large scale climbing equipment.

Commentary

46. No hall sessions were observed during the inspection, so no judgements can be made about teaching, but children were observed in the playground, and indications are that children are on course to meet the expected goals by the end of the year. At these times their achievement was satisfactory. Reception children have limited opportunities for outdoor play and do not have sufficient access to the outside area. This is unsatisfactory. Children develop their manipulative skills well by handling dough, scissors and brushes, and manipulate small construction equipment with dexterity. There is however, a lack of stimulating large construction equipment to enhance further children's physical development.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good opportunities for imaginative role-play.

Commentary

47. Children's development is strengthened through stimulation in art and design, music, dance and imaginative role-play. They are likely to exceed the expected early learning goals by the end of the year. The environment makes full use of a wide range of experiences and resources to enrich the children's learning. For example, beautiful dressing up clothes from India, drapes hanging from the ceiling and jungle settings all help to stimulate the imagination. A wide range of activities is on offer, that the children can respond to by using different senses.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards have improved in recent years, in particular in writing.
- Teaching and learning are good in Key Stage 1 and very good in Key Stage 2, with excellent teaching and learning at the top of the school.
- Assessment and its use in influencing planning are very good.
- Speaking and listening are promoted very well.
- Subject integration within English is excellent.
- Facilities for pupils to learn book and research skills are limited because the library area is inadequate.

48. Standards in English have risen and are being maintained because of the school's focus on improvement in this subject. This is evident in the national test results over the last three years. There are some minor variations year by year because of the make-up of particular groups of pupils, but the school's recent targets in the subject have all been met or exceeded. In 2003, in both Year 2 and Year 6, standards attained continued to be well above the national average. This represents well above average progress across the school.
49. Standards attained by pupils at the time of the inspection, early in the academic year, are good in Key Stage 1 and very good in Key Stage 2, and these standards are on track to rise during the year because of the quality of teaching and learning. Pupils, including those from minority ethnic groups, pupils with special educational needs and higher-attaining pupils, achieve well in Years 1 and 2, very well in Years 3 to 5, and excellently in Year 6. While girls do better than boys in English by Year 2, the difference is greatly reduced in significance by Year 6. This is due to the efforts of the school to ensure appropriate teaching strategies and choices of text of interest to boys.
50. Overall, standards in speaking and listening are good in Years 1 and 2, and very good in Years 3 to 6. Most pupils speak very confidently, make themselves understood, and can explain their thoughts clearly and at length. Teaching and assistant staff work hard to help pupils extend their vocabularies and develop their comprehension skills, and opportunities for speaking and listening are part of the daily pattern. Presentations in assemblies, and drama activities add to this. In relation to their capabilities and their previous learning, pupils achieve well in Years 1 and 2, and very well in Years 3 to 6.
51. In reading, pupils do well throughout the school. Standards in reading are good in Years 1 and 2 and very good overall by Year 6. Reading skills are taught well, thoroughly learned, and extended by the introduction of a wide range of genres to pupils. Good opportunities are provided for pupils to engage in group, paired and silent reading, and they are encouraged to read at home. At the top of the school, text studies include very careful analyses of vocabulary, grammar, style and meaning. Older pupils develop preferences for the work of different authors, and most can mention some favourite titles. They are good at summarising what they have read. Pupils achieve well in Years 1 and 2, and very well in Years 3 to 6; the progress made by pupils in Year 6, moreover, reflects excellent achievement.
52. In writing, pupils in Years 1 and 2 do well for their ages, and reach standards well above national expectations. In Years 3 to 6, pupils develop their writing skills further and by the top of the school are attaining standards well above expectations for their age and the stage of the year. A wide range of purposes for writing is introduced to pupils, and the development of adaptation of

writing for those purposes can clearly be seen as it grows throughout the school. Grammar for writing is an important feature of teaching and learning at both key stages. Pupils' writing is celebrated well in displays, books and collections. As in the other strands of the subject, pupils' achievement is good in Years 1 and 2 and in Years 3 to 6 is very good.

53. The quality of teaching and learning is good at Key Stage 1, with a number of very good features, including planning, assessment and the use of assessment to respond to individual needs, as well as the deployment of teaching assistants. In Key Stage 2 the quality of teaching and learning is very good, while in Year 6, it is excellent. Purposeful and enjoyable activities enable pupils to achieve well, and pupils concentrate well and try hard. The high standards of teaching and learning are characterised in particular by:

- Full exploitation of setting in the subject.
- Very good assessment, and use of assessment to sharpen detailed planning to meet individual and group learning needs.
- Consistent encouraging and directional marking of work across the school.
- Very good promotion of speaking and listening and the inclusion of these aspects of the subject in specific planning for literacy hours.
- Excellent integration of other subjects within English lessons, particularly information and communication technology, art and design, history, and science.

54. The co-ordinator has good knowledge and understanding of her subject, and a very good grasp of how the school has achieved improvement and where it needs to develop next. She monitors effectively the consistent teamwork in subject planning and teaching across the school. Enrichment activities such as book weeks enhance the English curriculum, and resources are generally good. The book stock in the library, however, is limited by the space available, which is inadequate to facilitate book skill training and independent research.

55. The school has made very good improvement in English since the last inspection, and areas of improvement include the range of genres used in reading activities, together with improved classroom book areas and good promotion of books, and the increased range of writing purposes and grammar for writing. Assessment has improved and, in particular, the analysis of test data and its use for tracking pupils' progress and for setting targets has improved greatly. Following a dip that ensued after the last inspection, standards at the top of the school have improved, due to the impact of improved teaching and learning.

Language and literacy across the curriculum

56. Literacy is very well promoted through other subjects such as history and art, and literacy skills are used well throughout the curriculum.

Example of outstanding practice

High levels of challenge for top and bottom sets in Year 6 literacy lessons that led to well above levels of achievement in the lessons.

Related literacy hours in upper and lower sets of Year 6 were imaginatively planned by both teachers together. Showing great subject expertise, superb control and organisation, and high levels of challenge to pupils, the lessons dealt with Tennyson's poem *The Lady of Shalott*. They focused on the emotional atmosphere created by the poet's use of vocabulary and phraseology. This was aimed at increasing pupils' awareness of features heightening dramatic impact.

Particularly effective strategies included:

- Exciting choice of text motivating pupils.
- Very clear, informed expositions.
- Careful building up of understanding.
- Sharp differentiation of rotated tasks to match needs, stemming from ongoing formative assessment.
- Challenging pupils to speculate and predict, developing their thinking and imagination.
- Excellent integration of subjects, linking history, art and information and communication technology.

Pupils displayed an obvious desire to stretch their learning amid the enjoyment of these dynamic lessons, exploring how words and rhythm enhanced the poem. They were able to identify mood and feeling in response to Pre-Raphaelite depictions of tragedy, and to relate this to the topic of their text study. Attainment overall was well in advance of national expectations for age.

MATHEMATICS

The provision in mathematics is **very good**.

Main strengths and weaknesses

- The very high standards achieved in the 2003 national tests.
- In Year 6, pupils achieve very well because of very good teaching; in other classes pupils achieve well where teaching and learning is good.
- The subject is very well led and managed.
- The very good use of assessment information by all staff helps pupils achieve well.
- The very good use of support staff to help pupils with special educational needs.
- The presentation of work at the end of Key Stage 2 is not sufficiently precise and careful.

Commentary

57. Standards in Year 2 are above national expectations; this is similar to the last inspection. Standards in Year 6 are well above national expectations, an improvement since the last inspection.

58. In the 2003 national tests, all Year 2 pupils and over four-fifths of Year 6 pupils reached the expected standards. Almost a third of seven-year-olds and six-tenths of eleven-year-olds reached higher levels. The school does well for its pupils with most, including all those with special educational needs, making good progress and achieving well. In Year 6, most pupils achieve very well and make very good progress. Over the past three years, girls achieved slightly better than boys in mathematics. Pupils from minority ethnic groups achieve as well as their fellow pupils. The introduction of setting in Year 2 to Year 6 provides for different abilities and extends the more able.

59. The brisk pace of learning in the present Year 6 class, which results from very knowledgeable and enthusiastic teaching, means that pupils learn very well and that their standards are

improving rapidly. This is especially true when pupils use rapid recall of multiplication facts to solve problems about perimeter, mode and median. In Years 1 and 2, teaching is good and throughout most of Years 3 to 6 it is generally good. Teachers plan carefully to make the subject lively and interesting. In Year 4 pupils collaborated well together to identify fractions of shapes using the correct mathematical language like 'scalene' or 'isosceles' triangles. However, a few weaknesses were observed in a lower junior class where there was a lack of clarity in the explanation of a task, resulting in it being too difficult for pupils to understand.

60. The subject is well led and managed by a co-ordinator, who has another colleague assisting her. Teachers are well supported by a good policy, a well-thought-out subject improvement plan and a good system to evaluate standards and aspects of teaching and learning through sampling pupils' work. Staff have reviewed mathematics homework in order to ensure that it is relevant. As a result, teaching focuses increasingly upon weaknesses in order to help pupils raise their standards. The co-ordinators monitor the good resources and have encouraged the wider use of computer software in mathematics. For example, in Year 5, pupils accurately entered data into a spreadsheet when spending £100. However, the co-ordinators are aware of the scope for even further development of information and communication technology. Standards have risen since the last inspection.
61. There is a very close analysis of test data which is then carefully used by staff to set the pupils into ability groups and to teach the relevant knowledge they require to achieve well. Marking is consistently good and indicates to pupils how they can improve; this is acted upon, as seen in Year 2. Pupils regularly have the opportunity to reflect upon their progress.
62. Learning support assistants (LSAs) are used very well to support pupils with special educational needs to achieve well. These pupils regularly use computers to practise numeracy skills, especially multiplication tables using 'Number Shark'. The LSAs are well briefed by the class teacher so that they lead groups effectively on specific tasks. After a clear explanation from the LSA, pupils in Year 6 used laptops confidently to predict the size of obtuse and acute angles, and then to measure them accurately.
63. Work is generally well presented throughout the school with a co-ordinated approach. However, the oldest pupils' work does not consistently display sufficient attention to the details of mathematical presentation, for example using rulers when drawing shapes.

Mathematics across the curriculum

64. The development of mathematical skills across the curriculum is good. There is systematic planning to ensure that skills are used as widely as possible. Pupils use measuring skills in design and technology, for example, when making slippers. They use graphs and tables to record data in science.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and most reach, or exceed, the expected standards by the end of Year 2 and Year 6.
- The curriculum is well organised so that pupils' scientific skills are developed effectively.
- Pupils are keen, behave well and enjoy the practical activities.
- The curriculum is enriched effectively.
- Older pupils do not have enough opportunities to plan their own investigations.
- Work is not always recorded in a scientific way.
- Marking does not always consistently tell pupils how to improve their work.

- There is limited use of ICT.

Commentary

65. Pupils achieve well in science because of a well-organised curriculum, with a strong emphasis on practical activities, allied with effective teaching. As a result, the trend of above average standards over the past three years has been maintained, and there is sound improvement since the last inspection. Standards attained by pupils in Year 2 and Year 6 are above average. Pupils' achievement is good. Pupils with special educational needs, and those who speak English as an additional language also achieve well because they have the necessary support. The emphasis on practical activities to enhance knowledge and skills was evident in lessons about the properties of materials and in learning about electricity. There is good enrichment to the curriculum through the environmental studies in the school grounds, Science Week and The Bexley Challenge, visits to museums and by visitors to the school.
66. Pupils are keen to learn about science and to be involved with practical activities. They are interested in their lessons and behave well and make good strides in their learning. In the best teaching, pupils were engaged quickly and questions used effectively to encourage learning. Even on the occasions where the teacher was mainly responsible for organising the practical work, pupils made sensible suggestions in response to the teacher's queries. In Year 3, pupils experimented effectively with magnets and behaved as North or South poles. They knew when to attract or repel each other. Weaknesses in some lessons were that pupils' own ideas were not sought with enough vigour nor were they encouraged to explain the reasons for their ideas and suggestions; as a result opportunities to extend speaking and listening were missed. Assessment across the school is effective, and pupils' progress tracked well; marking, however is not consistent. Some is detailed and helpful, but does not always help pupils understand how they can improve or set future targets.
67. Suitable use is made of pupils' writing skills and good use of mathematical skills, such as creating and analysing tables of data, although the work is not always recorded in a scientific way. Pupils develop a good range of skills, but not enough opportunities are available for the older and more able pupils in particular to plan their own scientific investigations. The new co-ordinator monitors the books but as yet has not had time to monitor the teaching and the learning in classes so that standards may be raised further. Limited use is made of the library and of ICT to enhance learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Very good improvement since the last inspection
- ICT is used consistently to support learning in other subjects, although less so in science.
- ICT is used well to allow pupils with special educational needs to access the curriculum.
- Assessment procedures have yet to be fully developed.

Commentary

68. Pupils reach average standards. They have made good progress and achieved well since the new equipment has been in place. Since the last inspection, national funding has meant that the resources for the subject have been improved and staff confidence and expertise developed through training. Historically, problems with equipment and accommodation have restricted the use of ICT. The acquisition of laptops and digital projectors, the establishment of radio networks allowing Internet access and whole-class teaching mean that the school is now well placed to move forward.

69. The use of national guidance as the basis for planning will ensure that all pupils experience the expected subject strands. Examples of pupils' work show they are learning to use ICT for word processing, graphics, the Internet and data handling as well as control, monitoring and modelling. Teachers' planning and conversations with pupils confirm that classroom computers are regularly used.
70. In the lessons seen, the teacher's own specialist subject knowledge was used well to give clear, succinct explanations and demonstrations using the digital projector. Good use of questioning maximised pupil input and a brisk pace to the learning meant that all pupils, including those with special educational needs, achieved well. Year 6 pupils were able quickly and accurately to search the Internet for information on Sikhism and improve their knowledge in this area. In a Year 5 mathematics lesson pupils' ICT skills were extended and reinforced by the use of a spreadsheet program to analyse and present data.
71. Conversations with pupils and examples of their work show they are confident in accessing the Internet for research, recording sensor data and presenting text. They are enthusiastic about the use of ICT, clearly enjoy their lessons and work well with partners or groups to achieve well. Many have computers at home, and use ICT to produce well-researched homework. For example, pupils produced a high level of detail about their work in science on organisms. The direct teaching sessions yield quick results and enable pupils to make rapid gains in their ICT skills. Year 2 pupils learnt quickly how to change the size and style of fonts to suit different purposes and used word processing to write their poems about fireworks.
72. Effective leadership and management of the subject are raising standards and improving the range and quality of provision. The co-ordinator is keen to ensure that the new resources are fully used. Parents are made aware of Internet safety. The school conducted a rigorous audit of standards and agreed an effective improvement. Subsequent investment in resources and staff training greatly enhanced the learning opportunities for children. The school is beginning to monitor pupils' progress, but recognises that monitoring and assessment are not yet good enough to enable teachers to match tasks precisely to each child's needs. The school has good plans for further development.

Information and communication technology across the curriculum

73. ICT is used well across the curriculum and there are many examples of good practice. It is used less consistently in science. Year 2, are particularly proud of their graphic images drawn in the style of Bridget Riley. Year 6 give multimedia presentations and the whole school is involved in creating the school web site.

HUMANITIES

In the humanities, work was sampled in both geography and history; only one lesson was seen in each subject. It is therefore not possible to make an overall judgement about the school's overall provision in these subjects. There is every indication from pupils' work that standards are broadly average in both subjects, and this is similar to the findings in the last inspection.

In both subjects, it is clear that a range of visits and visitors play an important part in making work interesting and relevant. The co-ordination and management of both subjects are satisfactory. Although the geography co-ordinator has only had this responsibility for a few weeks, she has already begun to survey the provision in her subject.

Religious education

Provision in the subject is **good**.

Main strengths and weaknesses

- Good achievement by the end of Year 6 in knowing about religion.
- Good use of ICT to research information.
- Assessment procedures are good.

Commentary

74. Standards of attainment are as expected by the end of Year 2 and Year 6. As a result of good quality teaching in the upper junior classes, pupils' progress accelerates towards the end of the key stage. By the end of Year 6, pupils' understanding about religions exceeds expectations for their age. Only one lesson was observed in Key Stage 1. However, analysis of the work and talking to pupils and the co-ordinator indicate that pupils' achievement is sound in Years 1 and 2. The requirements of the locally Agreed Syllabus are met in both key stages.
75. Overall, the teaching was good, and junior pupils are gaining a good understanding of Sikhism, Buddhism and Hinduism. Year 2 pupils benefited from having parent visitors, who talked about the festival of Diwali. The discussions during the lessons showed that pupils were gaining a good understanding of the meaning behind different religious teachings, as well as learning the facts about the religions. Visitors from a local Christian group, and Asian parents share information about their religions with pupils in lessons. There are a few opportunities for pupils to visit the local church, and the co-ordinator plans a visit to the local Sikh Gurdwara. Pupils use their art skills well to illustrate visits, and ICT to support their learning.
76. The curriculum is planned on a seven-year cycle, and the co-ordinator monitors termly plans. The monitoring of teaching takes place on a three-yearly cycle for non-core subjects. Pupils undertake their own self-evaluations of their work. Assessments are provided for each year group and identified on planning. The co-ordination of the subject is good, as the newly appointed co-ordinator receives support from the deputy head. There has been good improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. No lessons were seen in art and design due to the school's time-tabling. It is not therefore possible to make judgements about provision. Only one lesson was seen in physical education, so it is not possible to make a firm judgement about provision in this subject either. Discussions were held with subject co-ordinators and pupils.
78. Pupils reach high standards in their art-work, attaining well above average levels at both key stages. Progress is good in **art and design** and pupils of all abilities achieve very well in relation to their capabilities and their previous learning. Teaching and learning are very good, with an excellent balance between the knowledge-based strand and the practical strand of the subject. Integration of other subjects such as English, history and information and communication technology is also an excellent feature of the planning for teaching. Year 2, for instance, have recently been using a computer program to make geometric compositions after the style of Bridget Riley; these were excellent and pupils were enthusiastic in their description of how they made their patterns and what they liked about Riley's work.
79. Indications are that standards attained and the quality of teaching in the subject have improved since the last inspection, with much greater focus now upon the building of skills in appropriate

sequences. Also improved is the element of three-dimensional work. Assessment is now good. There is a helpful grid as the basis for assessment, supplemented by the use of sketchbooks. However, effective use of these across the school is inconsistent. Enrichment opportunities, such as visits to local art galleries and to the National Gallery, enhance the art curriculum, and resources are good. This year the school gained a 'gold arts mark', and is developing strong links with a local grammar school to develop the arts further.

Design and technology

80. One lesson was observed in design and technology in Year 5. Evidence from discussion with pupils, analysis of work from displays, a portfolio of work and lesson monitoring by the co-ordinator provided sufficient evidence to make a judgement.

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

Main strengths

- Pupils are enthusiastic about the subject.
- Pupils follow a well-organised scheme of work to ensure progression, often linked to science.
- The new co-ordinator has had the opportunity to monitor teaching and organise a portfolio of work.
- The good quality of resources to support teaching and learning.

Commentary

81. Standards remain in line with those expected and are similar to those reported at the last inspection. Pupils throughout the school achieve satisfactory levels. In the one lesson observed in Year 5, pupils, especially the most able, spoke with a good understanding of how sound travels, gained from their science lessons. They then used this knowledge, aided by a scientific understanding of materials, to plan and design musical instruments for their own orchestra. In discussion with inspectors, Year 6 pupils spoke enthusiastically about the wide range of projects they had covered including planning, designing and making biscuits, that were eaten by guests after the school harvest festival. Pupils in Year 2 displayed with pride the wheeled vehicles they had made at home during half-term based upon careful designs which were drawn at school, some using computer software. As part of Art Week, pupils in Year 4 made pop-up books using a wide variety of mechanisms, illustrating bugs found in the school grounds.

82. The new co-ordinator has had the opportunity to monitor teaching in all years during the recent Art Week. She has enlarged the portfolio of work samples so that teachers know the standard of work that needs to be consistently achieved. She has improved the good resources already available by ordering more computer software to further extend the use of information and computer technology and also tools specially for disabled pupils.

Music

Provision is **good**.

Main strengths and weaknesses

- A co-ordinator in each key stage.
- Cross-curricular links.
- Staff expertise and enthusiasm for music.

Commentary

83. The last inspection made no overall judgement about standards in the subject. It is not therefore possible to compare standards with those in 1998. By the end of Year 2 and Year 6 pupils meet the expectations for their ages.
84. The quality of teaching in the two lessons seen was good in Key Stage 2 and satisfactory in Key Stage 1. Pupils enjoy their music lessons, and teachers are keen participants. A strength of the teaching in Key Stage 2, was the use of a talented member of the support staff, who used her singing skills to help develop the aims of the lesson.
85. The two co-ordinators, one in each key stage, have promoted music well, as a result it has a high profile in the life of the school and makes a good contribution to pupils' spiritual, social and cultural development. Pupils enjoy musical activities, this is reflected in the enthusiastic singing during extra-curricular choir practice. The choir was very active earlier this year when Year 6 pupils raised money for a charity. Tuition is offered in stringed and woodwind instruments. Visitors to the school have included musicians from the peripatetic music service. Occasionally school staff play at assemblies. The musical life of the school is celebrated during school productions when recorder players and singers have the opportunity to perform. Each year, the Christmas productions take place in the local church. Music is a priority area in the school's development plan, especially to provide inset for staff in the use of equipment. The curriculum enrichment in music is good.
86. In **physical education**, it is evident from teachers' planning that all strands of the subject are taught. Standards reached by the end of Year 2 and Year 6 are above average. No overall judgement was made in the last report. By the end of Key Stage 2, the majority of pupils are able to swim 25 metres. Statutory requirements are met. Physical activity has a high priority in the school's curriculum and photographic evidence shows many examples of clubs and sports days activities. In the one lesson observed, the teaching and learning were very good because of the teacher's very good subject knowledge and lesson planning. In this Year 3 dance lesson, pupils' achievement was above expectations. A strength of the teaching was the inclusion of an autistic pupil whose needs were fully met.
87. The school has a very good range of extra-curricular sporting activities such as, rugby, infant dance, Year 2 and Year 3 gymnastics, football, and netball. The school also takes part in cricket, football, tennis, basketball and indoor/outdoor athletics matches against other schools. The wealth of trophies displayed in the library demonstrates their successes. The links with specialists, such as football coaches and professional dancers, are very good and they enrich the curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION

88. No lessons were seen in this subject and no pupils' work was available for scrutiny, so it is not possible to make a judgement about standards, pupils' achievements or the quality of teaching or learning. The curriculum section of this report judges provision to be good overall.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
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).