

INSPECTION REPORT

JOYDENS WOOD INFANT SCHOOL

Bexley

LEA area: Kent

Unique reference number: 118474

Headteacher: Mrs P Kitchen

Lead inspector: Mr J G F Parsons

Dates of inspection: 8 – 10 December 2003

Inspection number: 260464

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
Number on roll:	210
School address:	Park Way Bexley
Postcode:	DA5 2JD
Telephone number:	01322 523188
Fax number:	01322 528706
Appropriate authority:	Governing body
Name of chair of governors:	Mrs A Allen
Date of previous inspection:	16 November 1998

CHARACTERISTICS OF THE SCHOOL

A large infant school inspected on 8 to 10 December 2003 by a team led by John Parsons. The number of pupils eligible for free school meals is below average. Children's attainment on entry is slightly above average in this high socio-economic area; most have attended nursery school. Only very few pupils come from minority ethnic groups and none have English as an additional language. The proportion of pupils with special educational needs is average but the majority of these are at the early stages of support and none have statements. Most pupils move to the junior school on the same campus after completing Year 2. Pupil mobility is low.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22546	Mr J G F Parsons	Lead inspector	Science Art and design Foundation stage Special educational needs Physical education
9010	Miss G Ellisdon	Lay inspector	
20003	Mrs S Metcalfe	Team inspector	English Information and communication technology Geography History Music English as an additional language
27240	Mr A Hooper	Team inspector	Mathematics Design and technology Religious education

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Clarendon Court
Carrs Road
Cheadle
SK8 2LA

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school that has very high quality teaching and learning. Standards in the national tests have been consistently above or well above the national average in reading, writing and science for some time and pupils achieve well. The school is very well led and excellently managed. **It offers good value for money.**

The school's main strengths and weaknesses are:

- All pupils including those with special educational needs achieve well, often very well due to the very good teaching and learning.
- Pupils are articulate and confident and have a wide vocabulary.
- The effective reorganisation of teachers and more consistent teaching and learning mean that standards are at least above average and rising.
- An important feature of the very good teaching is the very good procedures for monitoring pupils' progress.
- Integration and inclusion of all pupils, regardless of background and ability, are very good. However, the identification and planning for those pupils who may have gifts or talents are not as fully developed.
- Attendance is excellent; behaviour and attitudes are very good, and spiritual, moral and social development is very strong.
- Parents think very highly of the school and are very supportive of it. They are kept very well informed about its work and their children's progress.

The school has maintained its very good effectiveness after a difficult period due to staff absence. All the key issues identified in the previous inspection have been successfully dealt with.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	A	B	C
writing	B	A	B	C
mathematics	B	A	C	D

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

All pupils regardless of background achieve well due to the very good teaching and learning. Children enter school with standards slightly above those expected for their age. The majority achieve the goals that they are expected to reach by the end of reception and in many instances exceed them due to the good levels of achievement in reception. In particular children have well developed speaking and listening skills and mature rapidly. This good achievement continues. Compared to the previous two years, the results of national tests at the end of Year 2 in 2003 were lower than previous years. They were adversely affected by the high proportion of pupils with special educational needs taking the tests. The absence of the mathematics co-ordinator for much of last year led to a lack of development in the subject. This staffing turbulence led to some loss of effectiveness overall in teaching and learning. The inspection found that these weaknesses have been very effectively dealt with. The newly found stability and rigorous management procedures means standards are continuing to improve and achievement levels are rising. Standards are above average in English and mathematics and well above average in science. Good use of the

National Literacy and Numeracy Strategies has raised standards in English and mathematics. Boys and girls achieve similar standards and those with special educational needs achieve well. Many on the early stages of support achieve the national average in tests by the end of Year 2. A significant improvement in the standards in information and communication technology (ICT) is due to teachers' improved subject knowledge and a considerable development of resources, including a computer suite. Pupils achieve standards that match those expected for their age in ICT, and they are rising. In all other subjects, standards are average, except for those in art and design, and history, which are above average. **Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good** owing to the very good teaching and learning and strong ethos of the school. This leads to pupils' excellent confidence and self-esteem, and to their very good attitudes and behaviour. It also encourages excellent attendance.

QUALITY OF EDUCATION

The quality of education provided by the school is very good overall. The quality of teaching is consistently very good in all classes. Pupils learn very well because of the thoroughly planned activities in lessons and teachers' very good subject knowledge. There is very good monitoring of pupils' progress, which means teachers know their pupils very well. A good range of curricular and extra-curricular provision is enriched by visits and visitors to the school. Very high quality relationships make a strong contribution to standards and parents' very good commitment to the school makes an effective contribution to its effectiveness.

LEADERSHIP AND MANAGEMENT

The very good leadership of the headteacher and the excellent management systems introduced play a very important part in the school's success. The very strong governance and clear vision for the school, to which all subscribe, ensure very good consistency in teaching and learning and high expectations. The very analytical procedures for monitoring pupils' progress enable the school to quickly identify weaknesses in standards and address them.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Nearly all parents think highly of the school. Pupils enjoy school. All in the survey said that they find out new things in lessons and that there is an adult they could go to if worried. Some thought that sometimes other children do not behave well.

IMPROVEMENTS NEEDED

This is a school with many strengths and no significant weaknesses. In order to extend the very good provision and continue to raise standards and pupils' levels of achievement, the school should extend assessment procedures to:

- identify those pupils who have specific gifts or talents, and
- plan activities to develop these pupils to their full potential.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

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

Standards in:	School results	National results
reading	16.8 (17.8)	15.7 (15.8)
writing	15.6 (15.7)	14.6 (14.4)
mathematics	16.5 (18.2)	16.3 (16.5)

There were 71 pupils in the year group. Figures in brackets are for the previous year

Standards achieved in areas of learning, subjects and courses

Achievement in reception, and Years 1 and 2 is good and improving rapidly. Standards continue to rise and in English and mathematics are above average; they are well above average in science.

Main strengths and weaknesses

- The high quality of learning and pupils' work show that standards are above average and on the rise, all pupils regardless of background achieve well, often very well.
- Speaking and listening skills are particularly well developed due very good teaching and to teachers' very good use of the Primary National Strategy and very good interaction between pupils and teachers in all classes.
- The practical approach to developing pupils' skills in science has led to well above average standards in this subject.
- In mathematics, standards in Year 2 are again above average because the school has tackled the causes of the lower test results in 2003 and pupils reach above average standards.
- Assessment procedures are very good overall. They are excellent in reading, writing, mathematics and science and an important factor in enabling pupils to reach high standards.

Commentary

1. In reception classes, children regardless of their background and capability achieve well, often very well. The majority are on track to achieve and in many instances to exceed the goals children are expected to reach in the six areas of learning by the end of reception and standards are above average. Children leave reception confident, articulate and well prepared for Year 1. The lack of an outside play area in reception restricts children's opportunities for physical development but this is to be addressed in the New Year, when reception classes move to remodelled classrooms with a dedicated outside area.
2. In 2003, the results of the national tests at the end of Year 2 were above average in reading and writing, very high in science, and average in mathematics. Compared to schools in a similar context, standards were average in reading and writing, and below average in mathematics. Results overall were lower than in previous years. They were adversely affected by some long term staff absence in 2002/3 and the consequent disruption this caused. The high proportion of pupils with special educational needs taking the tests was another factor in these lower results. The appointment of new teachers, reorganisation of classes and the more consistent teaching and learning this year means that all pupils achieve consistently well often very well. The quality of teaching is now very good and standards have risen to above average. Given the high quality of teaching and learning, pupils are on track to reach the well above average standards of previous years as achievement levels rise. The

particularly disappointing results in mathematics in 2003 were due to the long-term absence of the co-ordinator, who has since left, which led to a lack of development in this subject. The new co-ordinator has identified and is remedying the particular weakness in skills of measurement, identified through the excellent assessment procedures.

3. The very strong standards in science stem from the work of a well-qualified and active co-ordinator, who has acted as an adviser to others. Much high quality practical work during lessons helps pupils to learn and achieve very well.
4. Pupils with special educational needs achieve well and many of those who are at the early stages of support achieve at least the national average by the end of Year 2, achieving very well. However, some of these pupils would not be classified as having special educational needs in schools where pupils are not such high achievers. The very few pupils from minority ethnic groups achieve as well as, and have similar standards to their peers. High quality planning caters well for pupils of all abilities including higher attainers. The school has recognised that there have been pupils with gifts and talents in the past. However, there is no systematic strategy for identifying them or for ensuring that teachers' plan consistently to extend their capabilities to enable them achieve their maximum potential.
5. In all other subjects by the end of Year 2, pupils achieve at least average standards. They attain better than the expected standards in art and design, and history. The very high expectation and challenge in lessons are important factors in these high standards. Although standards in ICT are average, they are rising due to the increased resources, particularly the addition of a computer suite to the accommodation. This, together with teachers' improved subject knowledge, has improved standards significantly since the previous inspection.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes towards school and their behaviour in lessons are very good and there are no exclusions. Pupils' personal development is given high priority by the school and provision for their spiritual, moral, social and cultural development is very good overall. Attendance is excellent for an infant school. These very good features are a real strength of the school and strongly support pupils' attainment and progress.

Main strengths and weaknesses

- Pupils are enthusiastic learners and are keen to do well.
- They are confident and have high self-esteem.
- All pupils enjoy taking responsibility.
- They relate well with each other and adults.
- There is very little anti-social or challenging behaviour.
- A very few pupils arrive after the start of the school day.

Commentary

6. Parents are pleased with their children's behaviour at the school and feel that there is little if any bullying or other forms of harassment. Inspectors agree with these positive opinions. Very good teaching ensures that pupils' attitudes and behaviour in lessons are very good. This contributes strongly to learning because pupils listen carefully and concentrate well on what is taught. They know what is expected of them and teachers consistently establish very good routines for their classrooms. Pupils respond to this consistent approach confidently and helpfully and, as a result, lessons are orderly and purposeful.
7. The school promotes a strong moral code and presents a policy of fairness and equality. Pupils learn about right and wrong and other moral concepts through discussions on issues such as the recycling of waste. This effectively reinforces messages about personal

responsibility that are, for example, promoted in assemblies when pupils are encouraged to reflect on their obligations to others. The effectiveness of this teaching was very apparent when a pupil in reception commented, 'That's kind!' when she heard that Percy the Park Keeper had decided to seek extra food for the animals in the park. Another pupil wrote in her history book about World War Two, 'I think about the soldiers sometimes, do you?'

8. Pupils also respond well to the very good arrangements for promoting their social development and the vast majority of parents feel that the school helps their children to mature. Pupils willingly volunteer for monitoring and messenger duties and perform them conscientiously. Several have happily accepted the role of class representatives on the newly formed school council and are looking forward to contributing to the organisation of the school. Pupils are taught to support and respect each other and relationships amongst them are very good. Break times are harmonious occasions, when pupils play happily together. A few minor squabbles were seen but these were speedily resolved and pupils apologised to each other. Pupils also collaborate well in groups. This was evident when those in reception worked confidently together in performing a Nativity play for their parents.
9. The school's provision for developing pupils' self-knowledge and spiritual awareness is very good. Through the study of the world's major religions, pupils reflect on their own beliefs and the beliefs of others. It makes a good contribution to pupils' understanding of the multi-cultural nature of our society. Pupils well developed sensitivity to others was illustrated by the tolerant and accepting way pupils treated those who withdrew from parts of assemblies on religious grounds. Pupils' spiritual development is also promoted in other ways. A real sense of wonder was evident when the head teacher drew pupils' attention to a fox wandering in the school grounds. Pupils were clearly aware of the need to keep their distance and be very quiet, and they remained fascinated by the animal for several minutes. Through a 'listening walk' round school, the attention of pupils in Year 2 was very effectively drawn to the importance of silence. Well-planned assemblies provide time for quiet reflection. Pupils are invited to explore values such as sharing and reflect on their own experiences. Music is used effectively to create a calm and reflective atmosphere at the beginning of assemblies. Pupils have a good appreciation of their and others' cultural traditions. Through study of religious education, history and geography and through visitors and visits to places of interest such as art galleries they learn about society and their place in it.
10. Overall attendance is always well above the average for primary schools nationally and the school is successful in persuading parents not to remove their children for unnecessary reasons or extended holidays. Only a very few pupils are consistently late. However, the management responded immediately when it recently noticed an increase in the poor punctuality of a number of pupils. Parents were reminded of the importance of punctuality and the site manager was asked to close the main gate earlier. This is an example of the high standards expected in all aspects of school life and the extremely rigorous nature of the management.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good overall. The quality of teaching and learning is very good and more consistent than in previous years. It is supported by a good curriculum that is enriched with a good range of extra-curricular activities. Very effective planning promotes the high quality teaching and encourages pupils to be enthusiastic learners. They are looked after very well and the very good assessment procedures mean that teachers know their pupils well. Very good links with parents mean that pupils are supported well at home and very close links with the feeder junior school effectively prepare pupils for entry to Year 3.

Teaching and learning

The quality of teaching and learning is very good. There are very good procedures for monitoring pupils' progress.

Main strengths and weaknesses

- Teachers' subject knowledge is very good.
- Planning for all subjects is very good with activities carefully chosen to challenge and extend the learning of all pupils in each class.
- There are good, planned opportunities for literacy, mathematical and ICT skills to be used in support of other subjects.
- The monitoring of each pupil's progress in the core subjects is excellent and the use of this information is very good.
- Teachers' management of pupils is very good.
- The use of the high quality teaching assistants is very good.
- Teachers are sensitive to all pupils' backgrounds and needs and all are fully included in all activities.

Commentary

11. The teaching team has been well chosen by the head teacher and governors. Teachers and class assistants bring to their work a breadth of age and experiences so that they complement each other very well. This has led to more consistently high quality teaching and learning this year, rising standards and improving levels of achievement. Teachers are reflective about their classroom practice and work hard to do their best for all pupils. Between them the adults have many talents and the head teacher especially is very good at harnessing their skills to support the corporate drive for higher standards. Most of the teaching and learning is very good and in these lessons pupils often achieve very well. On the few occasions where it is not as effective as this, it is usually where the objectives are not as precise and the lessons not as well planned. In these lessons pupils are not as productive and do not achieve as well as in the majority.
12. Classrooms are lively and interesting places where pupils see all adults as very good role models. Relationships between adults and pupils are very good and the insistence on very high standards of behaviour very positively supports pupils' achievement. Teachers have high quality planning files. Besides class and curriculum details, all staff record full details of previous assessments and pupils' special educational needs. Planning files also include charts and tracking sheets linking learning objectives to achievement in all subjects.
13. Across the school teachers hold very high expectations about the standards and quality of work pupils complete. This is because teachers use very effectively a range of assessments, which start when children start school. They select tasks carefully to enable nearly all pupils of all capabilities to be effectively challenged, especially in the core subjects of English, mathematics and science. However, the identification of pupils with specific gifts and talents is less effective and there is no specific planning to meet their needs.

14. Teaching strategies are well chosen to assist all pupils in gaining knowledge and developing understanding of each subject at a steady rate. Planning very carefully identifies age-related topics from the National Curriculum and these are further refined to specify what pupils of different capabilities are expected to know, understand and can do by the end of the lesson. Teachers very carefully evaluate the learning gains made in lessons and feed these into the next lesson plan. This very good tracking of pupils' standards, especially in the core subjects, is monitored by the assessment co-ordinator. The special educational needs co-ordinator also uses such data very well to target in-class support and compose individual education plans.
15. Pupils learn very well in most lessons and teachers are very careful to link subjects together where appropriate. For instance, pupils very effectively learn the skills of moving a cursor round the computer screen with the aid of a mouse. They click to enter programmes, highlight and change text and select between the laser and colour printers in their ICT work. These skills are used very well to compose Christmas menus in their literacy work. Likewise, they learn literacy skills using a very good vocabulary when sequencing foods, which draws from their food technology work. Year 2 pupils look at the work of Mondrian in art and design. They learn to use a painting programme very well to produce their own work in his style, filling squares and other common two-dimensional shapes using a paint palette. This very good practice ensures that pupils learn very well and all subjects are taught for an appropriate length of time. Pupils and teachers look at the finished tasks together to help take pupils' learning forward. All pupils are fully included in the marking process and have good understanding of how to improve both their skills and knowledge. Teachers choose learning activities designed to be fun but also draw up, with pupils, very effective targets to improve practice further.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	9	1	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.

The curriculum

The curriculum is good, and meets all statutory requirements. A good range of out-of-school activities enriches it. The accommodation and resources are good. This enables all subjects of the National Curriculum to be taught effectively.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good and ensures that they achieve well.
- Very good inclusion procedures mean that all pupils have equal access to the curriculum.
- Professional development of teaching assistants is very good and increases their effectiveness in working with pupils.
- Many good links between subjects make the use of teaching time more effective.
- Lack of a designated outside play area restricts opportunities for physical development for children in reception.

Commentary

16. The curriculum is broad, relevant and planned to cover all of the areas of learning for reception children. All of the required subjects of the National Curriculum are fully covered throughout the rest of the school. The curriculum complies with statutory requirements. Linking work in different subjects effectively develops learning and makes very good use of the available time.

Work in religious education meets the requirements of the locally agreed syllabus, and there is an effective programme of personal, social and health education, including citizenship. This helps pupils to make informed decisions about their personal lives. The school has effective links with feeder nursery schools that enable a smooth transition to take place to reception. Very good links with the junior school ensure that pupils are well prepared for the next stage of their schooling. The good extra-curricular activities and the many places of interest that pupils visit broaden and improve the curriculum. Many pupils participate in a good range of out-of-school clubs, including various sporting activities. The school choir regularly takes part in a local choral festival. This and the Christmas productions increase pupils' interest in the performing arts. Teachers took part in a workshop at the National Gallery and the work done on a painting by Canaletto as a result made a significant contribution to the development of pupils' knowledge and appreciation of art. The building is designed to ensure that all areas of the school are accessible to every pupil, including those with disability. A sex and relationships programme is fully in place. A written policy on race equality, the results of which are reported to the parents and governing body, complies with statutory requirements.

17. The curriculum is well organised to cater for pupils with special educational needs and teaching assistants play a large role in supporting these. However, there is no formal system for supporting pupils who have special gifts or talents.
18. Well qualified teachers some of whom are newly appointed and the good range of teaching assistants make a very strong contribution to the effectiveness of the school. The accommodation of the school is well planned and is in very good condition. The school has large grounds, including many green spaces, and uses them well. The classrooms are attractive and provide a stimulating learning environment. In addition to these and a spacious hall, there is an area where class music lessons are taught. However, the school has no specific area where children in reception classes can develop physical skills in an informal setting. The school has plans to remedy this in the very near future.

Care, guidance and support

Overall, arrangements for pupils' care, health and welfare are very good. Pupils receive very good advice and guidance, which is based upon the careful monitoring of their performance and individual circumstances. Good account is taken of the pupils' views.

Main Strengths and weaknesses

- Pupils are very well supported on a personal level and this contributes to their positive feelings about school.
- There is no dedicated medical/first aid room.

Commentary

19. The school is strongly supportive. Staff value every child as an individual and are caring and considerate towards them. Judicious praise is used to reinforce good work and behaviour and this has a very positive impact on the pupils' feelings of self-worth. As a result pupils feel safe and secure and approach staff confidently. Nearly every pupil who completed the questionnaire said they always liked school. All agreed that there was an adult in the school they could approach if they were worried about something. A few thought that some children did not behave well.
20. The school is well maintained in a safe condition. Concern for the pupils' health and welfare is further exemplified by the installation of lavatories in the 'mobile' block and the provision of freshwater drinking fountains in every classroom. However, the administration of first aid in the entrance hall, and allowing sick or injured children to sit or lie down there is a less

desirable arrangement. Child protection procedures comply with national recommendations and are sensitively applied. Suitable arrangements ensure pupils have access to only approved Internet sites when using the computers.

21. Very good tracking procedures, particularly in English and mathematics, allow pupils' attainment to be very carefully monitored and effective academic guidance given. Audits of work are made regularly and this information is used to set individual targets and to determine whether a pupil needs extra support or more challenge. Clear success criteria are used to check attainment and pupils are kept well informed of their performance by, for example, receiving a 'smiley' stamp when they have achieved their learning objectives for an area of work. This boosts their self-esteem and encourages them to learn more.
22. Staff clearly respect the pupils. They listen carefully to what they have to say and value their contributions. This was very evident in a lesson in reception when the teacher skilfully used a child's exciting news, that he had seen a fox at lunchtime, to introduce the afternoon's story. To further enhance the pupils' feelings of 'ownership' and to gain a greater understanding of their views, a school council has recently been introduced.

Partnership with parents, other schools and the community

The school has established very good links with parents. Links with the community and other schools are good.

Main Strengths and weaknesses

- Parents express high levels of satisfaction with the school and are very supportive of it.
- The very good partnership with parents boosts pupils' attainment and progress.
- The availability of staff every Wednesday after school enables parents to discuss their child's work with teachers at any time during the year.
- Parents' views are very carefully considered in designing the school development plan.
- They are kept very well informed of all aspects of school life through regular newsletters.
- Many parents participate in the life of the school.

Commentary

23. Parents are very happy with the school because they think it is well managed and the teaching is good. They also like the fact that their children are expected to work hard and parents feel they make good progress. They see their children as happy at the school because they are made to feel welcome, and are treated fairly. Parents also applaud the wide range of activities that are enjoyed by the pupils and which contribute well to their personal development. Inspection evidence supports these very positive views about the school.
24. The school's concern to keep parents well informed about its work is evident and it uses a good range of methods to keep them up-to-date. The newsletters are particularly impressive because they contain not only diary dates and reminders of such things as the importance of punctuality, but also very clear explanations about changes in school organisation and the purpose of any visits being made by the pupils.
25. The school understands that children can worry over small things and parents may wish to talk about their child's progress at times other than the consultation meetings held each term. A regular weekly time is therefore assigned when parents can book an appointment to share concerns about their child's education with teachers. This is another very good feature of the school's partnership with parents because it allows problems to be quickly resolved. The school realises that the times available for meetings may not be suitable for those who work and always does its best to accommodate such parents.

26. The school very actively encourages parents to become involved in their children's learning and nearly all parents agree that teachers explain how they can help their children. Most parents listen to their children reading at home and help them with homework and this helps pupils to progress. Useful comments from both parents and staff in home-school contact books also make a valuable contribution to the children's learning.
27. The school fully appreciates the role of parents and takes care to consider their views about the school. The large-scale consultation that is made prior to the implementation of the school development plan is also impressive. Information obtained by a comprehensive questionnaire is carefully analysed and parents receive a very full report of the findings, together with an explanation of whether or not their suggestions can be incorporated and why. Parents very much appreciate this exercise, which further serves to strengthen the links between home and school.
28. Parents feel very welcome at the school and very much enjoy attending celebration assemblies, musical productions and other special events with the children. This was illustrated when it was 'standing room only' at a Nativity play performed by pupils in reception. A good many are more actively involved in the life of the school by giving valuable classroom support on a regular basis or by helping in school visits. There is never any shortage of parent volunteers to help with fund-raising events. They help generate considerable sums that are used to augment provision, including Christmas 'treats' and outdoor equipment for the benefit of all the pupils.
29. The school has well-established links with local organisations that are effectively used to enhance pupils' learning, particularly in history, science and religious education. Besides this, the school uses a very good range of outside resources, such as museums, farms and theatre groups, to support delivery of the curriculum over a range of subjects. In addition pupils are often involved in special projects such as sponsoring animals at the local wildlife hospital. In an effective partnership with Greenwich University, the school provides places for the training of student-teachers.

LEADERSHIP AND MANAGEMENT

The school is very well led and excellently managed. Governance of the school is very good.

Main strengths and weaknesses

- The headteacher is a very good leader and an excellent manager.
- Key managers form a good team who lead staff well in improving achievement further.
- Leadership and management of reception are very good, particularly in the creation of a very effective team with a very clear vision.
- Very good procedures are in place to induct staff, especially those new to teaching.
- The governors conduct their work very effectively.
- Strategic planning is based on very good monitoring and evaluation procedures and very effective financial management; the high financial carry forward in the budget is accounted for in full.
- Issues raised at the previous inspection have been dealt with in full through careful strategic planning matched to very effective financial management.

Commentary

30. The very good leadership by the headteacher gives the school a very clear vision and educational direction. She has maintained the high standards since the previous inspection. An uncharacteristic dip in national test results in 2003 was caused by staff absence, and a high proportion of pupils with special educational needs taking the tests. Root causes have been addressed; teaching and learning are more consistent, and standards and achievement

levels are rising as a result. The actions taken in addressing the key issues from the previous inspection have been very successful. Staff show a very high degree of commitment to continue these, and other, improvements still further. The very clear aims of the school are focused on standards and very well reflected in all its work. A most positive ethos is founded on very good personal relationships. The excellent management systems that have been introduced by the headteacher play a very important part in the school's success, especially monitoring performance and taking effective action. They have enabled the school to overcome difficulties and to continue to raise standards and pupils' levels of achievement. The creation of very effective teams to monitor pupils' progress using very detailed analytical procedures enables the school to quickly identify weaknesses in standards and address them in full.

31. A particular aid to raising achievement is the very high quality of support given by the governing body. Governors very successfully fulfil their statutory duties in helping to shape the direction of the school, and their involvement in the running of the school is very good. All are keenly involved in school life and very supportive of the headteacher and staff. All are actively involved in formulating, supporting and monitoring initiatives for school improvement, especially in relation to the school development plan. They are also frequent visitors, and are most committed to carrying out their monitoring roles in their particular areas of responsibility. This involvement has led to their very good understanding of the school's many strengths and areas for development. They ensure that the school fulfils its statutory duties and act as a careful, but critical friend, holding the school to account for all that it does to raise standards further.
32. The overall leadership and management of other members of staff, in their particular areas of responsibility, are good. The co-ordinator for English is also the co-ordinator for assessment. She plays a particularly strong role in monitoring pupils' work, observing lessons and identifying areas for improvement. This has led to the continuing high standards as a result of detailed analysis of available data. Many co-ordinators of other subjects are new in post but some are already experienced subject managers. They are engaged in reviewing provision at present, updating portfolios of work and identifying areas to focus upon for the coming term.
33. Financial management of the school is very good, and it is efficiently monitored by the governing body. This management is well supported by a most detailed school development plan, which fully addresses appropriate areas for school improvement. The high financial carry forward is earmarked for improvement of the school's accommodation and facilities, for example. The principles of best value are used effectively and all funds are carefully matched to the priorities that have been established in the plan.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	583,232
Total expenditure	536,976
Expenditure per pupil	2,557

Balances (£)	
Balance from previous year	45,000
Balance carried forward to the next	46,256

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. The arrangements for children in the three reception classes are very good. The department is very well led and managed by an enthusiastic co-ordinator. The teachers and co-ordinator liaise closely with other teachers in Years 1 and 2 to ensure children's continuous development. The procedures adopted to check children's progress are very effective. Teachers and their assistants closely monitor progress during lessons. Children with special educational needs are well provided for and fully integrated in all activities; they achieve well and make good progress. Indeed all children regardless of background achieve well, often very well and the quality of work seen both in class and in children's work shows that levels of achievement and standards are rising.
35. The intake varies from year to year in terms of standards on entry but it is slightly above average overall. All six aspects of the Foundation Stage curriculum are fully implemented and the school has sustained a high quality of education for this age group. Children make good progress and by the end of reception the majority are on track to reach the standards expected for their age. Many will exceed them. The inspection found children confident, articulate and very well adjusted to school. The quality of teaching and learning is very good overall and is the chief cause of rising standards. The teachers have very good subject knowledge; are well organised; plan very efficiently, and use time, resources and assistants effectively.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Classroom organisation and spacious facilities enable children to play together in a constructive way using a good range of toys and play materials.
- The constant interaction in the classroom between children and teachers and their assistants helps pupils to develop good social and emotional skills.
- Pupils are given very good opportunities to collaborate and to develop their personal skills when working and playing together.
- The very good range of activities helps children to develop their independence and attitudes to their work.

Commentary

36. Children achieve well and mature quickly in reception. The teachers and their assistants ensure that all are valued and comfortable in class through their very good teaching. A very harmonious, inclusive working environment is established. The great majority of children are on track to reach the expectations for their age in this area and some will almost certainly exceed them. The rapid development of children is evident in lessons. The teachers expect children to remain on task for long periods and they do so in most instances. Children are motivated to learn by the imaginative and interesting range of activities offered. For example they listened very attentively to a rhyming version of Charles Dickens' 'Christmas Carol' and showed that they followed its meaning by their responses to questions. One child said, 'You have to be happy at Christmas time.'
37. Teachers manage children very well; there is never a raised voice. Classrooms are bright, colourful and welcoming. Children quickly learn the correct way to behave through careful explanation, and by example. When children show care and concern for others, they are

praised. Children are encouraged to show their feelings. When they took part in a drama /dance lesson about the 'Great Bear Hunt', a well-loved story that they have read together, they acted the emotions of fear and anger very convincingly. Their good understanding and vocabulary enabled all of them to participate fully in this fun activity. They had a valuable discussion about feelings and emotion both during and after the lesson.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good and a particular strength**.

Main strengths and weaknesses

- Children speak and listen very well.
- They have a good range of vocabulary and sound out letters and words; some read simple texts.
- Most write their name unaided and know writing goes from left to right.
- Some higher attainers write, mostly unaided, often producing a small illustrated book of their work.

Commentary

38. All children make good progress and, because of the very good teaching, they achieve well and often very well. Standards are well above average. The majority are on track to reach the standards expected for their age by the time they reach the end of reception and many will undoubtedly exceed them. Teachers have very good subject knowledge. They pay particular attention and make a concentrated effort to raise standards in the vital skills of speaking and listening, and reading and writing. As a consequence, children are confident speakers and attentive listeners, and quickly develop good skills in literacy. Teachers manage children very well; they have high expectations and the work set challenges children. In turn, children rise to this challenge and achieve well by being enthusiastic, productive, and by responding confidently to questions. Care is taken to support those who need it, such as children with special educational needs. This inclusive approach ensures achievement is consistently good for all children.
39. Children are keen to express themselves and generate conversation without waiting to be questioned. They are dextrous and most hold a pencil correctly and write letters and often words clearly. High attaining children not only write their own books but make a presentation to the class, so giving great cause for discussion. Children enjoy books and many can be seen picking up a book without prompting. They turn the pages in the correct order and attempt to read, sometimes effectively using the pictures as prompts and their sounding out (phonic) skills. Higher attainers recognise many words in a simple text.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children's work shows that many can count to 20 or beyond, working up and down a number line.
- They recognise and name many shapes.
- Pupils write numbers accurately and their presentation of written work is neat and legible.
- Children are familiar with ICT and use the computer well to help develop their number skills through various games.

Commentary

40. Children have the opportunity, through very well organised resources and very good teaching, to learn basic number skills. Through practical activities, they learn number patterns. In one very good lesson, they printed circles, stars, squares, triangles and rectangles by using shaped sponges. They know and can name each shape, and the majority sorted the repeating pattern accurately according to shape. Teachers effectively record children's ongoing progress during lessons and modify lessons to ensure challenge for children. All children achieve well. Standards are frequently well above average. The great majority of children are on track to exceed the standards expected for their age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children identify the time of the year from the weather in a story thereby indicating an understanding of the seasons.
- They show a good understanding of the computer and what it can do.
- They build and construct models using a variety of materials.
- The lack of an outside area limits children's experiences, although this is to be rectified in the New Year when reception moves into new classrooms.

Commentary

41. Good teaching and learning in this aspect mean that children achieve well and are developing a good understanding of how computers can be used. They effectively produce a Christmas tree on the computer in a lesson about the seasons. They added baubles that they counted out, so making a good link with mathematical development. Pupils talked about one snowy night as part of a programme to observe and discuss the natural environment. They made winter pictures using chalks and cut out snow flakes. Good discussion took place and the teacher encouraged children to identify what was in a picture that made them think it was so cold. Standards were above average. The majority of pupils are on track to reach the standard expected and higher attainers are likely to exceed expectations.

PHYSICAL DEVELOPMENT

42. Only one physical education lesson was seen in the hall so no overall judgement can be made about the quality of teaching and learning and standards. Children enjoyed this physical education lessons in the hall linked to class activities. In the lesson seen pupils took part in a dance drama based on the story of 'The Great Bear Hunt'. Children enjoyed the role-play in this very good lesson and expressing themselves through movement. Their interpretation of the story was very good. The teacher inspired them as they charted the course of the journey, and chanted words like 'swishy swashy' and 'squelch squelch' as they acted out the plot. This role-play not only helped pupils recall the story and the characters but also helped them explore their feelings, so contributing to their emotional development. All children participated and achieved well, including those with special educational needs. In the playground children move with confidence, safely and with good spatial awareness. In lessons they show very good control of pencils, scissors and brushes. The lack of an outside area restricts children's physical development, this is soon to be rectified when pupils move to newly refurbished rooms in the New Year.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children's art work is of high quality and portraits show strong observational skills and detail.
- Organisation encourages creativity through a very good range of resources.
- There are well planned activities that are imaginative and enjoyable, and children use a wide range of media.

Commentary

43. The bright and stimulating classrooms encourage children to be creative. The quality of teaching is very good. A wide range of activities encourages children to express themselves creatively. In some very well-taught lessons, they enjoy 'hands on activities', such as printing repeating patterns using shaped sponges, drawing Christmas trees, and making repeating patterns on the computer. This has a good impact on mathematical development, just as high quality discussions have on language development. Children's very well-observed self-portraits, using a mirror, show in most instances all their features, including hair and ears. Chalk drawings of snowy scenes are atmospheric and extend pupils' knowledge of the world. Children achieve well and often make very good progress. Standards are well above average and achievement very good. The majority are well on the way to achieving the goals for this area of learning and many are very likely to exceed them.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils' results in the national tests by the end of Year 2 have been above or well the national average for both reading and writing for a number of years.
- Pupils achieve well throughout the school in all aspects of the English curriculum.
- The school has implemented the National Primary Strategy in literacy in full.
- The leadership and management of English are very good.
- Pupils enjoy their work as a result of very well planned and challenging lessons.
- Homework is used well and parents give good support to their children's learning.
- The school has a very good range of fiction and non-fiction texts linked to other areas of the curriculum.

Commentary

44. Results in the national tests for 2003 were above average in reading and writing and average when compared to similar schools. They were lower than previous years due to the high proportion of pupils with special educational needs taking the tests and the long-term absence of a teacher causing disruption in staffing. The school has maintained the good progress in developing pupils' English skills since the previous inspection. Pupils leave school at the end of Year 2 with standards that are above the national average in all areas, with a third of pupils achieving the higher Level 3 in reading and a quarter at Level 3 in writing. Standards are rising. Higher attainers are challenged so that they make good progress over their time in school and achieve well, often very well overall. However, those with gifts or talents are not formally identified and there is no specific provision for them.

45. Pupils in all years develop speaking and listening skills that are above average because of the school's effective approach. The use of question and answer sessions is a strong feature of the curriculum. Regular use is made of 'talk to a partner' when sharing thoughts in subjects such as history or ICT. All but the very few pupils who have speech and language needs express themselves well in class discussions and in reply to teachers' questions. As a result, speaking and listening skills and confidence are built up well, and have a very positive effect upon social development.
46. Reading skills are well developed. Pupils achieve standards that are above average as a result of the very good attention and thought given to the teaching of reading. Standards and levels of achievement are rising due to the more settled staffing and strengthened teaching and learning. Reading skills are taught systematically, using a commercial scheme of work, and pupils build a range of strategies to sound out unfamiliar words in order to develop further their ability to read independently. The help that parents give at home also is essential in developing pupils' independence as readers.
47. Pupils achieve well in writing across the school. The work in books shows that the quality of pupils' presentation skills and spelling are being well developed and standards are rising. Handwriting is clear and fluent, with a large number ready to write their letters in a joined hand. The curriculum provides many opportunities for pupils to write in a range of styles. For example:
- when writing sequences for designing puppets in their design and technology work;
 - when writing reports of their news;
 - when telling their own stories, retelling well known tales,
 - and writing captions for their story boards.

All pupils have the opportunity to use ICT in their writing, changing the shape, size and colour of their text to make their work more interesting to look at. The provision for pupils with special educational needs is very good. There is very good support in the classroom during English lessons, as well as in other curriculum areas where support is needed for reading of information and instruction. Staff present pupils with very good language models and effectively develop their confidence in writing.

48. The quality of teaching has improved since the previous inspection and is now very good overall. It is more consistent than in the previous year, when there was significant staff absence. The subject manager has a very clear vision and effectively identifies areas for development. As a result all staff have had full training in the use of the literacy aspect of the Primary National Strategy. Teachers carefully develop higher level reading skills and provide opportunities for extending pupils' writing. Planning is very clear and built on:
- an evaluation of previous work;
 - a system of monitoring plans;
 - the monitoring of children's work;
 - lesson observations;
 - and the school's assessment strategies.

This helps teachers develop and extend pupils' learning, plan staff support and training needs. This rigorous approach is having a very positive effect on pupils' achievement and rising standards.

49. High quality evaluation of pupils' progress is seen by the school as the key to aid pupils' learning and raise achievement. Teachers use the school's assessment strategy very well to monitor learning and use such knowledge in their planning. Older pupils have individual targets so that they evaluate the quality of their own work. Teachers very carefully match work

to the needs of all the pupils in each class. Unfortunately not all the work in other curriculum areas such as history is marked for both subject and literacy progress. Pupils do not always have it pointed out to them in this marking that neat writing and good presentation skills support the quality of work in other subjects.

50. Pupils respond very well indeed to all their English work. In lessons they enjoy their work, concentrate hard and rise to their teachers' very high expectations of their behaviour. By the end of every lesson there had been a clear development of learning. Pupils learn and practise new skills, gain new information and put a lot of effort into their work.

Language and literacy across the curriculum

51. Spoken English is well promoted across the curriculum. Pupils are given many opportunities to share their ideas in whole-class discussions and question and answer sessions in subjects such as:

- history, when discussing Christmas during World War Two;
- ICT, when planning Christmas menus;
- and music, when thinking about the sounds percussion instruments make.

Pupils' writing skills are used well to support their science and geography work. For example, pupils write reports about the visit to a farm and a 'listening walk' round the school. The library is an asset to support research skills. To encourage reading in different areas of the curriculum, teachers also gather a good range of books in the classrooms.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- All pupils achieve well often very well because of the good teaching and learning.
- Standards are rising.
- There is a strong focus on developing pupils' numeracy skills.
- Marking is not consistent.

Commentary

52. Standards in the current Year 2 are above average. In the 2003 national tests pupils achieved results that matched the national average, but were below when compared to schools in a similar context. This was not as good as in the previous year, when results were well above average both nationally and when compared to schools in a similar context. There was a larger than usual number of pupils with special educational needs in the year group taking the test in 2003, and the subject co-ordinator's absence for much of the year slowed development of the subject. Almost a quarter of the pupils achieved the higher Level 3 grade in 2003. However, this was significantly lower than previous years, and was slightly below the national average for schools in a similar context. It was also below the standards found during the previous inspection.
53. Overall the school does well for its pupils. All groups achieve well and both levels of achievement and standards are rising. Pupils with special educational needs, well supported by teachers and teaching assistants, achieve as well as their classmates. Boys and girls are currently making similar progress. The very few pupils from minority ethnic groups also achieve well. Higher attainers are challenged by the work set but there is no strategy for identifying and developing those pupils with specific gifts or talents.

54. Since the last inspection the school has worked hard to maintain standards in mathematics. Results over the last few years are very like those seen in similar schools, although in 2002 they were well above average. The school is working well towards sustaining this very high standard. Most pupils enter the school with average mathematical understanding, but by the end of Year 2 many are working at an above or well above average standard for their age. Pupils develop a knowledge and understanding of how to represent mathematical information. They learn to recognise number patterns and use different strategies to solve number problems. Pupils have opportunities to use computers to practise numeracy skills in their classroom and lessons in the recently completed computer suite are developing them further.
55. There is a strong emphasis on developing all areas of numeracy. Pupils in a Year 1 class, for example, know the names and properties of common two and three-dimensional shapes. The school identified measurement as an area of weakness in last year's national tests, and has responded quickly and effectively. All classes now have lessons that focus on this part of numeracy and much use is made of practical equipment, such as rulers, measuring jugs and weighing scales, to reinforce pupils' grasp of measuring skills.
56. In all the lessons teaching was at least good and there were some very good lessons. Lessons were planned carefully and the objectives of the lessons were clear, so that pupils had a good idea of what they would be learning. Many lessons begin with good mental maths practice, which helps pupils develop their grasp of the relationships between numbers, for example doubling and halving. Teachers know their pupils well and assess their progress in the long and short term. This ensures that new work builds on what has already been learned. Teaching assistants play an important role in lessons. They have a good grasp of the focus of the lesson and support individuals and groups, as well as helping in general ways such as distributing materials. Teachers use questioning well to check pupils' understanding and stimulate them to think of alternative ways of solving problems.
57. The Primary National Strategy is the basis for planning in the subject. Planning ensures that all areas of numeracy are now fully covered, and that there is not an over-emphasis on number calculation at the expense of other strands of the curriculum. Some marking is very good; it both gives encouragement, and suggests ways in which pupils might improve their work. However, this is not always the case and not all teachers use the best quality marking as their model. Resources are good and help teachers to teach all areas of numeracy effectively. The co-ordinator is new to the post and is conscientious and enthusiastic. However, she has not been in charge of the subject long enough to have made much impact as yet. She has a clear grasp of the pupils' strengths and weaknesses and has made the development of measurement a priority.

Mathematics across the curriculum

58. There is good provision for the development of mathematical skills in subjects other than numeracy. Pupils often use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. In design and technology, pupils consistently use their measuring techniques, and numeracy skills are also developed in science lessons. Teachers also develop numeracy in other everyday ways, for example during registrations and when dividing classes into groups.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils learn very well through very good teaching and a practical, 'hands on', topic-based approach.
- There is very good development of literacy skills in science and pupils articulate their thoughts and ideas very well.
- Recording of practical experiments is good, including the use of ICT.

Commentary

59. Teacher assessment showed very high standards were achieved in the national tests in 2003. The inspection found that all pupils achieve very well in this subject and standards are well above average. This is an improvement on the previous inspection. It is due to the very good teaching and learning and the impact of a very effective co-ordinator, who has developed the subject over a significant period of time. There is no difference between the standards of boys and girls. The school has very effective procedures based on national guidance for checking pupils' progress, and special worksheets are used for ongoing assessment in the subject. Samples of work are kept in a portfolio, these are annotated and make a useful contribution to monitoring procedures.
60. In a very good Year 2 lesson, pupils discussed in detail that sounds are produced by vibrations. Some very good experimentation took place and pupils were able to experience first hand how a tuning fork, when struck, bounces a ping-pong ball and causes water to 'fizz'. They were fascinated by this and wondered why. In another experiment, one pupil predicted that the rice on a tambourine would jump about if the tambourine was struck. All pupils used the scientific word, vibration, and understood its meaning. A very good range of resources was used in this lesson to provide a really valuable and fun range of experiences. It also made a very good contribution to pupils' spiritual development, as they experienced wonder at the new phenomena in experiments. The overall impact of this very effective practical approach means that pupils achieve very well and reach very good standards.
61. The quality of teaching was consistently high in all the lessons and the planning was detailed and very effective. All pupils achieve very well, and the practical approach suits pupils of all backgrounds and ability. Higher attainers are challenged when trying to determine why things happen and show their ability in the quality of their responses. However the school has no strategy for differentiating between higher attainers and those pupils who have special gifts or talents in this subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are average by the end of Year 2 overall. All pupils achieve well.
- The quality of teaching and learning is good. All pupils are fully included in all lessons, with work planned to support their specific needs.
- The curriculum is well focused upon the development of skills and knowledge and there are very good links with other subjects.
- Leadership and management are good. The co-ordinator is enthusiastic, hardworking and committed to improving standards further.
- Assessments of pupils' work and progress are well devised and used by teachers.
- Resources are now very good. The new suite is very well resourced. Classrooms still have computers for pupils to practise and use the skills taught within the suite.

Commentary

62. The accommodation within the school has recently been remodelled to provide a new computer suite. As a result issues raised at the previous inspection have been fully resolved. Standards now match those expected for pupils' age and the more consistent teaching and learning and improved skills of teachers' means pupils achieve consistently well. Teachers are now able to teach new skills and programmes to a whole-class and pupils practise together with the teachers and supporting adults present to reinforce learning. It has been possible to leave computers in classes, so pupils use the skills, knowledge and understanding taught in the computer suite in different subjects without having to wait for their next session in the suite. This is also a positive support to learning.
63. Teachers' confidence and competence have increased as a result of good training. Links to other curriculum areas have been extended well since the previous inspection. The quality of teaching and learning is good, with very good teaching seen for the youngest and oldest pupils. This enables pupils to achieve well sometimes very well. Teachers have good subject knowledge, not just of the development of information and communication skills, but also of how to use such skills to support other areas of the curriculum. For instance, in a combined information and communication technology and mathematics lesson, reception pupils using the computer knew how to:
- draw a triangular shape of a Christmas trees;
 - use a paint programme;
 - select a wide brush;
 - draw an accurate triangle;
 - colour it in;
 - and add blobs in different colours to represent a specific number of baubles, which they could count.

The teacher effectively reinforced mathematical knowledge, encouraged pupils to match and group numbers and to develop their knowledge of two-dimensional shapes. The skill of manipulating a mouse to guide a cursor round the screen was well developed. How to click, to change brushes and colours, and to select the correct printer to print out their work, was also well developed in this lesson. Teachers establish clear working practices in the suite; set a very good pace; ask high quality questions, and develop the lesson further as a result of pupils' answers. As a result pupils thoroughly enjoy their work and try hard.

64. The co-ordinator has effectively developed the provision in this subject. A new portfolio of work has been compiled and the scheme of work and policy updated. The co-ordinator is measuring pupils' progress using the school's high quality tracking systems. She expects to fine-tune these assessments when she is able to monitor the quality of teaching and learning in classes in the spring. This will enable her to draw up new targets for the action plan to contribute to the school development plan.

Information and communication technology across the curriculum

65. ICT is used effectively in many subjects across the curriculum. Examples of its good use were observed in science, mathematics, and art and design. Pupils expect to use the computer as a tool in many lessons, even in reception, and this familiarity and confidence with the technology have helped to improve standards in all the subjects in which ICT is used.

HUMANITIES

GEOGRAPHY

66. As it was not possible to see any geography lessons, no overall judgement about provision can be made. Pupils' books and the school portfolio of work were analysed and this provided some evidence as to standards and pupils' achievement. They indicate average standards by the end of Year 2 and at least satisfactory levels of achievement.
67. Books show a good development of skills, knowledge and understanding. Pupils are aware of localities beyond their own. They understand that different environments and climates affect how people live. They select information from different sources and use maps and information sheets in their investigations. For instance, when investigating different foods, they used climate maps to identify why fruits such as apples and pears are grown locally, whilst others such as bananas have to be grown in other countries. Pupils effectively learn early map-making skills with the use of symbols and keys as well as the continents and major oceans. Work is pitched by teachers according to individual pupils' needs and contributes to their achievement. Work is carefully presented as pupils obviously are proud of what they have been able to find out and thus attitudes are good overall.
68. The effective co-ordinator is new to the post, and has very good previous experience. She ensures that the policy, scheme of work and portfolio of work are up to date. She has a clear plan laid out to develop the subject further and this is carefully linked to the school development plan.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Standards in the subject improved since the previous inspection, due to the good range of teaching strategies to develop pupils' learning.
- They achieve well over their time in the school, and standards are above average.
- The quality of teaching and learning is good.
- The leadership and management of history are good and a high quality curriculum is provided
- Resources for history are good and used effectively.
- Good use is made of visits to museums, while visitors to the school, and family and community members enrich the curriculum.

Commentary

69. The achievement of pupils in history is good. Standards are above average. The school has a good range of history texts, both to develop pupils' historical knowledge and to support their language and literacy skills. They make good use of their research and recording skills to enhance their work in history.
70. Standards are higher now than at the time of the previous inspection. This is the result of a change to a skills-based curriculum and the improved range of teaching strategies adopted since then. Pupils learn the skills of investigation and research, and use these to investigate different themes, periods and people. For instance, pupils compare life now with that of children in World War Two. Pupils had already thought about being evacuated and knew of rationing, and they used a range of photographs and posters to compare Christmas then with now. They thoughtfully identified the feelings of children whose fathers were away at the war

and carefully spoke of how they would feel in the same situation. It was not possible to see many lessons being taught during the inspection, but evidence from work in pupil's books, discussions, teachers' planning and the scheme of work confirms the good achievement of pupils and their good progress.

71. Achievement is good because of good quality teaching. Teachers plan work that develops research, observation and thinking skills through a broad and well-balanced curriculum. This is not only enjoyable but also reinforces the idea that historical events affect ordinary people and their families. Teachers make sure that all pupils know the objectives of each lesson and recorded work is annotated with these. Teachers plan practical activities, such as examining pictures, posters and artefacts, as well as visits to museums. Recording tasks are planned to reflect the pupils' range of abilities. Teachers motivate pupils well, insisting on high standards of behaviour, and the use of supporting adults is very good.
72. The co-ordinator, who is fairly new to the role, is providing effective leadership and management. Already she has updated the portfolio of work, the scheme of work and the policy. Next term there are planned opportunities to monitor the quality of teaching and learning in classes.

RELIGIOUS EDUCATION

73. Only two lessons were observed, and as so much of the work in religious education lessons takes place through oral discussions in class, there was limited written work to examine. No overall judgment about standards and teaching and learning can be made. The teaching seen was good overall, and pupils were gaining a sound understanding of Christianity and other world religions. There are good examples of links with other subjects. A well-planned scheme of work provides a good range of activities for pupils to explore Christianity and other faiths. For example, pupils in Year 2 have made clay models of 'divas' in design and technology lessons to develop their understanding of the festival of Diwali. In one of the lessons seen, the written work did not challenge pupils' sufficiently. The subject had a minimum amount of time allocated to it and the focus of lessons did not increase pupils' knowledge and understanding in this subject.
74. The school uses the locally approved syllabus. The co-ordinator has only been responsible for the subject since September and so has had little impact. She has a sound grasp of the scheme of work and is examining it to see whether it needs adjusting to make it more effective. As the subject lacks a formal system of assessment, monitoring of pupils' progress is under-developed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- The school is a bright and creative environment that displays pupils' high quality art work.
- There is a good development of skills across the school.
- Pupils use a wide range of media.

Commentary

75. All pupils regardless of background achieve very well in this subject, including those with special educational needs, and standards are above average by the end of Year 2. This is an improvement since the previous inspection. All the teaching seen was very good; the quality of teaching and learning overall is very good, and standards are rising. Teachers plan their lesson effectively and use a wide range of media. For example, in a very good Year 1 lesson pupils made Christmas decorations with a commercial form of dough, using rolling pins and moulds to make the baubles. In a very well taught Year 1/2 lesson, pupils designed effective Christmas decorations. They showed a very good understanding of the use of a computer in this lesson and of the program that enabled them to paint pictures on the screen and repeat them.
76. Pupils make good progress in the development of their skills. The subject co-ordinator is enthusiastic but new to the post this year, so has had little time to have an impact. However, she has taken over a well-managed subject. In particular the school benefited from a project with the National Gallery based on Canaletto's picture of 'the Stone Masons' Yard'. This developed observational skills both for pupils and for staff. Pupils' progress is effectively monitored and a portfolio of annotated work is a valuable record of achievement.

Design and technology

77. During the inspection only one full lesson was seen so no overall judgment on standards or provision can be made. In a Year 1 lesson pupils designed and created puppets. These were finished to a satisfactory standard and pupils had evaluated their work in simple terms. Pupils in Year 2 made effective musical instruments and designed wrapping paper as part of a Christmas project. Teachers effectively encourage pupils to use design sheets in a planned and orderly fashion and to list the resources that they need to complete their projects. When projects are completed, pupils satisfactorily evaluate how well their work has gone, and what they would do to improve it.
78. Resources are adequate, but the design and technology trolley (provided by the local education authority) has many tools and materials that are unsuitable for pupils of this age-range. The newly appointed co-ordinator plans to examine the scheme of work to ensure that the various projects develop the designing and making skills of pupils in a structured way. Pupils' work is assessed systematically, which helps to check the achievement of individuals and groups. The use of ICT in the subject is at an early stage of development but is an effective method for recording pupils' work.

MUSIC

79. During the inspection only one lesson was seen in music although pupils were heard singing during assemblies. No overall judgement on teaching and learning in music can be made, but the quality of singing and performing matches the expectations for pupils' ages. Pupils enjoy singing together. They take care to sing in tune with the piano; listen carefully to the melody, and show a good sense of rhythm and dynamics. They control the volume of their singing well, taking care to provide a pleasing performance. In the lesson seen the quality of teaching and learning was good. The specialist teacher is highly skilled at making learning very enjoyable and the pupils achieved well. By the end of the session pupils know how well they have done during the course of the lesson. They also know how what they have done links to future work. The attitudes and behaviour of the pupils are good, and they clearly enjoy 'making music'. A study of teachers' planning shows the subject is given sufficient time during the year. Leadership and management are effective and the co-ordinator is well supported by senior staff of the school. A good range of resources is available for music and the music area is well equipped.

PHYSICAL EDUCATION

80. Only one physical education lesson was seen, so no overall judgement on teaching and learning and standards can be made about this subject. In the very good Year 2 lesson seen, all pupils were changed into kit. They warmed up vigorously and all showed very good spatial awareness as they moved around the hall. During the course of the dance lesson, pupils were encouraged to express their feelings such as anger and sadness. When asked how the music affected them, one pupil said it made him feel 'excited and happy'. All pupils achieved very well in this lesson, including those with special educational needs, and standards were above average. The co-ordinator is a keen sports person and would like to develop a 'fitness for life programme'. She is effective and ensures that a full range of physical education activities is covered, although swimming is left until pupils start the junior school. The school is well equipped and the good resources include small apparatus from the national TOP play and gymnastics scheme.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education is **good**.

Main strengths and weaknesses

- There is an effectively implemented programme for personal social and health education including citizenship.
- All subjects are effectively checked to ensure planned opportunities in all lessons.
- The cross-curricular approach is effective.

Commentary

81. Pupils achieve well and standards are above average. The co-ordinator has checked provision for personal development in other subjects effectively to ensure that opportunities are planned into lessons and teaching and learning are monitored. The school's strong ethos recognises the importance of the individual and his or her place in the school. Pupils are given good opportunities to take responsibility both in the classroom and around the school and show good levels of independence in their learning. The newly formed school council is having a positive impact upon pupils' personal development and independence and is helping their personal development. The very good development of speaking and listening skills due to very good teaching means pupils articulate their feelings very well in lessons. During dance and drama lessons, pupils explore emotions through role-play activities, active participation in these lessons make a strong contribution to their personal development.
82. There are good opportunities for pupils to discuss their feelings and reflect on their own circumstances during lessons and in assemblies, developing their social skills well. Pupils' qualities are also celebrated in assemblies. Health education includes the importance of good food in science lessons and uses a sensitive approach to the early stages of sex education. The very strong relationships in the school help pupils to develop a strong sense of self-esteem. It also demonstrates the impact of the community on the individual, giving them an early understating of the importance of citizenship.

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

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory

(4); unsatisfactory (5); poor (6); very poor (7).