

INSPECTION REPORT

ST MARK'S CHURCH OF ENGLAND PRIMARY SCHOOL

Bromley

LEA area: Bromley

Unique reference number: 101648

Headteacher: Mr Richard Batchelor

Lead inspector: Mrs Lesley Robins

Dates of inspection: 22 - 25 September 2003

Inspection number: 260722

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:	Voluntary Aided
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
Number on roll:	425
School address:	Aylesbury Road Bromley
Postcode:	BR2 0QR
Telephone number:	020 8460 0524
Fax number:	020 8313 1038
Appropriate authority:	The governing body
Name of chair of governors:	Rev. Stephen Varney
Date of previous inspection:	12 th October 1998

CHARACTERISTICS OF THE SCHOOL

St Mark's is a large primary school close to the town centre of Bromley, Kent. The school has Beacon status. In 2002, it received an achievement award. Recently the school has also been awarded Investors in People status and has gained the Healthy Schools Award. There are 425 pupils on roll, with slightly more boys than girls. The pupils are predominantly of white British (82 per cent) background but there is an increasing number of pupils from a range of other ethnic backgrounds. These include Indian, Pakistani, Bangladeshi, Caribbean, African, Chinese and mixed race backgrounds. These children are all, except one, very competent English speakers. The proportion of pupils with special educational needs is below that generally found, as is the proportion of those entitled to free school meals. Attainment on entry to the school is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
5848	Lesley Robins	Lead inspector	Foundation stage Art and design Design and technology Music Physical education
9163	Geoffrey Humphrey	Lay inspector	
22577	Margaret Hart	Team inspector	English Information and communication technology Special educational needs
33149	Moyra Pickering	Team inspector	Mathematics Science Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Mark's is a very good, successful school with many very good features in its work, providing very good value for money. Good teaching helps the pupils to achieve **high standards**. The governors and the headteacher lead the school **very well**. Management is **strong**. The ethos of the school is **excellent**.

The school's main strengths and weaknesses are:

- Standards are **high** in reading, writing, numeracy, science, information and communication technology (ICT), history and music.
- Children with special educational needs (SEN) make **very good** progress.
- The behaviour and personal development of the pupils are **very good**.
- Teaching overall is **good**, and **very good** for the juniors.
- Assessment of the pupils' progress is **very good**.
- The curriculum is **very enriching**.
- The children love school and are cared for **very well**.
- Links with parents and with other schools are **very good**.
- The governors and the headteacher are **very effective**.
- The school has **excellent** systems for reviewing its performance.
- **Strong** management supports the staff well.
- The pupils have **insufficient** opportunity for independent learning.

The school has made very good improvement since its last inspection. There has been significant improvement in governance and in the school's use of ICT resources. Issues relating to child protection, special educational needs provision and information for parents have been thoroughly addressed. Much good progress has been made to improve multi-cultural education, but some more work remains to be done on the multi-cultural profile of some books and resources. Some aspects of teaching and learning are better. For example, no unsatisfactory teaching was seen and the teaching of science has improved. High standards in National Curriculum, tests have been maintained.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2000	2001	2002	2002
English	A	A	A	B
Mathematics	A	A	A*	A
Science	A*	A*	A*	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The A* grade shows that standards were very high compared to those found nationally.

Achievement overall is very good. Many reception children are on target to exceed the standards expected for their age by the end of the year. This is particularly so in aspects of communication, language and literacy, mathematical development, and knowledge and understanding of the world. Their early computer and musical skills are very good. In Years 1 and 2, pupils successfully learn to read, write and calculate. They achieve well in ICT, history and music. In Years 3 to 6, standards in reading, writing and numeracy are high. Speaking is sometimes not good enough, mainly because opportunities for class or small group discussion are sometimes limited. Skills in ICT reach a high standard by Year 6. Achievement in music and history is high. The pupils achieve some very good standards in their art and design work.

The development of the pupils' personal qualities is very good. Their spiritual development is **excellent**. Moral, social and cultural development is **very good**. Attendance and punctuality are **good**. The pupils have **very good** attitudes to school. They consistently behave **very well**, showing high levels of courtesy to each other and to adults.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are **good** in reception, Year 1 and Year 2, and **very good** in Years 3 to 6. Overall, teaching caters effectively for the needs of different pupils, so all, including those from different ethnic backgrounds, learn well. The one main **weakness** is that pupils have insufficient opportunity for independent investigative work, problem solving, collaborative learning and using their own initiative in their learning. The curriculum is well planned and offers some exciting learning opportunities. The multi-cultural dimension is not quite fully imbedded throughout the curriculum. Accommodation and resources are good. The new reception class block is of good quality. The teachers need now to develop imaginative use of the indoor and outdoor environment there. Throughout the school, high standards of care and very good links with parents help the pupils to be confident learners.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. There is a notable lack of complacency. The governors know their school very well and have high aspirations for its continued development. The headteacher is very effective. He pursues improvement with determination. He successfully takes the staff with him and ensures that they are well supported in their professional development. The senior managers support his leadership well. There is a high level of mutual support within the whole staff team.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very positive about the school. The school keeps parents well informed. Some parents felt that communication about their children's progress could be better. However, the inspection team judges that parents have good opportunity to know about their children's progress. A larger group were unhappy with the school's arrangements for consulting with them. The school has made a good start on consultation processes through the Parents' Forum organised through the PTA, but strategies for consulting with parents are not broad.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Focus on improving opportunities for independent investigative work in mathematics and science particularly, (Attainment Target 1 in the National Curriculum), and generally on expecting more of the pupils' ability to organise and manage some of their own learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards in the core subjects are all above average and sometimes high. Achievement is good for pupils in reception and Years 1 and 2. The pupils achieve high standards by Year 6, and their overall achievement is very good. Good teaching, very effective leadership and strong management are key factors contributing to the pupils' very good achievement overall.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	18.0 (18.4)	15.8 (15.7)
Writing	16.4 (17.2)	14.4 (14.3)
Mathematics	19 (19.3)	16.5 (16.2)

There were 60 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 2002

Standards in:	School results	National results
English	29.9 (30.1)	27.0 (27.0)
Mathematics	31.0 (29.7)	26.7 (26.6)
Science	31.7 (31.1)	28.3 (28.3)

There were 58 pupils in the year group. Figures in brackets are for the previous year.

1. The pupils are performing above expectations for their age in all test subjects. Their attainments in the national tests are consistently higher than the national averages in both Year 2 and Year 6. The pupils' achievements are high when compared to those of pupils in similar schools. There are no significant differences in the achievements of different groups of pupils. High standards have been maintained since 1998. In 2002, test results were notably high in reading for the seven year olds, in mathematics for the infants and the juniors, and in science for the 11 year olds. The school sets appropriately challenging targets in English and mathematics and usually meets them. The school identified a relative weakness in the writing results for 2002, and has done successful work to improve creativity in the pupils' writing. The pupils' reading and writing skills support their work in other subjects well. They are confident users of mathematical language and use their skills, such as measuring, accurately. Good competence in ICT features well across many subjects.

Standards achieved in areas of learning and subjects

- **Good** standards for the reception children.
- **High** standards in the National Curriculum tests.
- **High levels of competence** in the pupils' literacy, numeracy and computer skills as they use them across the curriculum.
- **High** standards in music and history.
- **Above average** standards in art, and in art and design.
- The pupils need more opportunities to reach high standards in their independent learning.

Commentary

Subject	Comments
Foundation stage	Nearly all the children are on target to reach the standards expected by the end of the reception year. Many are likely to exceed them. Good teamwork, good teaching and very good assessment are securing good achievement for these children. They play and work well together. They need more opportunities for independence . They make good progress in knowing their letters, learning to write words, in counting and in knowledge of shapes. There is insufficient opportunity for independent, purposeful writing. The children have very good computer skills for their age. Their singing and playing is also of a good standard.
English	Achievement is very good , brought about by good teaching for the infants and often very good teaching for the juniors. There is confident reading and very competent writing in Years 1 to 6. In Years 3 to 6, pupils have an increasingly wide vocabulary and produce creative writing of a very high standard. Pupils have good listening skills throughout the school. Opportunities for the use of speaking skills are sometimes limited, and so standards could be higher here.
Mathematics	Standards are high overall. There is good achievement in Years 1 and 2, and very good achievement in Years 3 to 6. Skills in number and algebra are a strength. The pupils do not achieve enough in the use and application of their knowledge within the mathematics curriculum.
Science	Standards are high overall. There is good achievement in Years 1 and 2 and very good achievement in Years 3 to 6. There is not enough independence in investigative work, particularly for the juniors, and standards could be higher here.
Information and communication technology	Good teaching and very effective use of ICT resources lead to very good achievement. There are high standards, particularly among the oldest pupils. Pupils in Years 1 and 2 use ICT confidently. In Years 3 to 6, pupils use a widening range of software effectively and competently, making rapid gains in skills.
Geography	Standards and achievement are good . There is some good work in mapping skills and fieldwork.
History	Good teaching and some imaginative learning opportunities are leading to high standards and very good achievement.
Art and design	Standards are above expectations and achievement is good . There is a good range and quality in the work. Some very effective linking with history and English enriches learning and raises standards.
Design and technology	Standards are above expectations and pupils achieve well in Years 3 to 6. There are some imaginative designs and artefacts. Successful links with geography and cultural development enhance learning. There is insufficient evidence to make a judgement on the work of pupils in Years 1 and 2
Music	Standards are high and achievement is very good throughout the school. Singing, playing and composition are very good . There is very good specialist teaching and a good range of instruments. Instruments that are more ethnic are needed, and the school has ordered these.
Physical education	Insufficient lessons were seen for a secure judgement to be made.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are good. Pupils' attitudes towards their learning and their interest and engagement in their work are very good. Behaviour and the spiritual, moral, social and cultural development of pupils are very good.

Main strengths and weaknesses

- The outstanding spiritual ethos of the school.
- The good quality of relationships.

- Positive learning attitudes.
- Very good standards of behaviour.
- Moral values are very well taught.

Commentary

2. The spiritual ethos in the school is extremely well established. Pupils are given opportunities to explore their own values, beliefs, feelings and emotions, particularly through poetry and their own writing. The school provides a clear moral code and promotes equality. Pupils express their views with confidence and respect others' needs and interests. There is a strong sense of community within the school. Pupils support each other well, a good example being where those around them help pupils with learning disabilities. Pupils are learning to act according to their own principles and to challenge things that constrain the human spirit such as aggression, injustice and discrimination.
3. There are good opportunities for pupils to explore and experience their own and other cultures, and these are much improved since the school's last inspection. During this inspection, pupils in Years 5 and 6 participated with enthusiasm and great skill in the African musical workshop. Pupils in Year 3 had a very good opportunity to experience life in Saxon and Viking times. They handled artefacts and took part in weaving, spinning and other activities led by visiting actors dressed in period costumes. There is some imaginative work in art and design linked to the Caribbean work. Some books and resources, such as musical instruments, dressing up clothes and posters, do not always show a multi-cultural profile.
4. Pupils show a high level of interest in lessons and all school activities. The members of the school council take their responsibilities very seriously. They frequently consult with the wider pupil body on important issues such as enhancing the recreational and play facilities in the school. Older pupils help the younger ones and support the smooth running and organisation of the school. Pupils with SEN develop positive and confident attitudes because of the way they are helped to succeed in their work. They are fully included in all aspects of the life of the school.
5. The implementation of the behaviour policy is consistent and successful. Behaviour in lessons and around the school is very good. There were no exclusions in the latest complete reporting year. Pupils are polite and courteous towards each other and adults. They stand aside to let others pass and hold doors open for others. They are very welcoming towards visitors. Pupils develop into mature individuals who are well prepared for the next phase of their education. Systems for maintaining good attendance and punctuality are good.

Attendance

Attendance in the latest complete reporting year, 2001/02

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.0
National data	5.4	National data	0.5

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

Exclusions, (for the latest complete reporting year)

None

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching overall is good, and very good for the junior pupils. Very good assessment through the school ensures the pupils'

good progress. The curriculum is well planned. Enriching experiences enhance learning. Accommodation and resources are good, and used well. Some books and resources lack a multi-cultural profile. The new reception class block is very attractive; it needs now to be used more imaginatively. High standards of care and very good links with parents enable the pupils to become confident learners.

Teaching and learning

Summary of teaching observed during the inspection in 60 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	24 (40%)	26 (43%)	10 (17%)	0 (0%)	0 (0%)	0 (0%)

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

Main strengths and weaknesses

- Thorough planning for all pupils' learning is leading to good and very good achievement.
- Thorough and constructive assessment enables teachers to set work at the right level for different groups of pupils, and helps the pupils, notably the older ones, to know how to improve their work.
- Very good encouragement and praise for the pupils' achievements motivates them to work hard and productively.
- Good and often high expectations of the pupils challenge them and move them on in their learning.
- Very good standards of discipline keep pupils well focused in their lessons.
- Sometimes, tasks are rather over-prescriptive and do not expect enough of the pupils' ability to learn independently.

Commentary

6. Throughout the school, planning is consistent and thorough. Joint planning between similar year groups effectively ensures equality of provision for pupils. Teachers think carefully about the needs of their pupils, being clear about what they want them to learn. Lessons regularly build on what the pupils have learned so far.
7. Teachers plan very well for pupils with special educational needs, incorporating targets from their Individual Education Plans, (IEPs). For the very few pupils with very severe needs, there are sometimes separate lesson plans, which link effectively to what is intended for the whole class. The school makes good use of the specialist teachers available in the local education authority, such as the support teacher for a visually impaired child.
8. Very good assessment effectively supports the planning process, enabling teachers to set work that is at just the right level for pupils of differing ability.
9. Some key features are:
 - early profiling of the reception children and good observational assessment of their progress and achievements;
 - regular and careful marking of the pupils' work, with helpful comments and notably effective, interactive marking for the junior pupils, where they respond in writing to what their teachers have said;
 - end of lesson reviews when teacher and pupils think about what has been learned;
 - ongoing assessment during the course of lessons, with teachers checking understanding as learning progresses;

- tracking of individual pupils in all subjects, with NC level targets being set for each pupil each year;
 - monitoring of progress towards targets in English and mathematics through end of unit assessments;
 - older pupils beginning to agree and set their own targets;
 - very effective assessment and monitoring of pupils with special educational needs.
10. Teachers and assistants consistently take an affirming approach with the pupils, so that they feel successful and try hard. Because the adults know the pupils well, they often note individual achievement: 'Well done – you have remembered that well' or 'You are better at that now'. This too is very motivating. Activities are often made interesting for the pupils, so that they are keen to do the tasks. The 'creative challenge' tasks in Year 6, linked to their African studies, are a good example. In a Year 3 mathematics lesson, the teacher provided golden envelopes containing different coins for work on money.
11. The teachers always expect their pupils to do their best and to work hard. In music, for example, the pupils respond well to the clear expectation that they will sing and play to a high standard and will concentrate well. The pupils' books show that they are always expected to finish their work to a high standard of presentation. The use of challenging vocabulary stretches them. This was seen in a Year 1 geography lesson, with the use of 'residential area'. A Year 6 cross-curricular lesson included a swift presentation of how to use PowerPoint, with the expectation that pupils would learn the skills quickly and then apply them, which they did, most successfully.
12. Classroom discipline is managed quietly but firmly, and underpinned by good relationships. Routines were well established, even though the inspection took place early in the term. Teachers often use a quiet voice to ensure that the pupils listen carefully. They scan the class to make sure everyone is paying attention. Lessons move at a good pace and so pupils have little opportunity to misbehave. Teachers appropriately use their teaching assistants to help the one or two pupils who do have difficulty in behaving.
13. The over-prescriptive nature of some tasks and the tendency sometimes not to give pupils sufficient opportunity to express their thoughts inhibits learning. In a reception class lesson, for example, children were putting words and pictures in books about cats, but their learning would have had greater challenge if they had been expected to make their own books. In an introduction to a design and technology lesson, there was a tendency for the teacher to talk about the pictures the pupils were looking at rather than encouraging them to talk about what they could see. Sometimes, the whole class sessions are not interactive enough. At other times, questions are not sufficiently open-ended to get the pupils really thinking. In mathematics and science, pupils need more opportunity for open-ended investigative and problem-solving work.

The curriculum

The curriculum provides a good range of learning opportunities for all pupils that help them achieve very well. There is very good provision for curriculum enrichment including a good range of extra curricular activities. The quality and range of learning resources is good. The accommodation is good and allows the curriculum to be taught effectively. Use of the new reception class block needs further development.

Main strengths and weaknesses

- The curriculum is well balanced and broad.
- The curriculum is significantly enriched through music, art, dance and drama.
- The curriculum provides well for pupils of different abilities and from different circumstances.
- The school provides good support for learning outside of the school day.

14. The curriculum is successfully designed to enable all pupils to achieve well. Work in geography and history is well supported by cross-curricular activities and topic homework. Effective cross-curricular links between most subjects enable pupils to see connections in their learning. Planned 'early work' at the start of each day helpfully consolidates previous learning. The National Literacy and Numeracy Strategies have been effectively modified to meet the school's priorities. The curriculum fully meets statutory requirements.
15. The curriculum includes significant enrichment through the arts. In Years 4, 5 and 6 literacy is well linked to music, art, dance and drama giving the pupils a rich creative starting point for their work. Planned visits and visitors underpin learning very well. The school is in an excellent position to continue to develop the curriculum through a creative and innovative approach.
16. The curriculum provides well for children with SEN because of the careful adaptations made to both the curriculum and lessons. Teaching assistants work together with class-teachers to ensure that pupils have every opportunity to enjoy the planned learning. All children in the school achieve well. The school has identified some very able children, including some from ethnic minority backgrounds. They are given extra work at a higher level in order to help them reach their potential, in mathematics for example.
17. The school offers a wide and exciting range of extra-curricular activities that enrich the whole curriculum. Very good links are made between the clubs and lessons. For example, talented musicians have the opportunity to demonstrate their skills in assemblies and lessons.

Care, guidance and support

The care, guidance and support provided for pupils are very good. Procedures for child protection and health and safety are rigorous. Pupils views are valued and there are very good opportunities for them to participate in the life and work of the school.

Main strengths and weaknesses

- There is very good welfare, support and pastoral care.
- Clear value is placed on pupils' views.
- The good quality of the school environment.

Commentary

18. The school supports its pupils very well. It creates a caring ethos that encourages them to do their best at all times. Pupils' opinions and views are valued. For example, more playground equipment is currently on order and the building of a new stage is about to begin. The school council has been provided with some modest funds and is in the process of consulting with all pupils to determine what additional play facilities and equipment they would like to have installed.
19. The quality of the relationships throughout the school is a significant strength. A high degree of trust between pupils and their teachers is very evident. The focus on health and safety is rigorous. Effective procedures for dealing with child protection issues are tighter than was the case in the school's last inspection. Staff are sensitive to the individual needs of all pupils. There are very good induction arrangements for children entering the reception class. Older pupils are well prepared for, and effectively supported during their transfer to secondary education.
20. Pupils with special educational needs have good, trusting relationships with teaching and support staff that contribute to their well being and very good achievement.

Partnership with parents, other schools and the community

The partnership between the school and parents is very good and there is a good involvement with the wider community. As a Beacon school, work with other primary schools is very good and relationships with receiving secondary schools are developing well.

Main strengths and weaknesses

- The very good quality of the parent school partnership.
- The effective support provided to other primary schools.
- Successful developing links with secondary schools.
- Strong links with the parishioners of St Mark's Church and good links with the wider community.
- Some parents felt that communication about their child's progress could be better. A larger group were unhappy with the school's arrangements for consulting with them.

Commentary

21. Partnership between the school and parents is very good. The quality of information provided in the annual progress reports is good, and has improved since the school's last inspection. The inspection team judges that communication about children's progress is good. The reports are detailed. They provide, for each pupil, NC levels of attainment for most subjects as well as grades for reading and spelling. Where appropriate, guidelines for development and improvement are included. A commentary on progress in personal, social, health and citizenship education is included as a separate subject. Formal consultation evenings give parents good opportunity to meet with class teachers to discuss their children's progress. The work that pupils do at home is valued and always reviewed by teachers, marked and annotated with helpful and formative comments. There are regular newsletters to keep parents informed about the curriculum, topics and special school events. Teachers and support staff make sure that they are always accessible to parents at the end of the school day, and parents appreciate this.
22. The school has noted the concerns expressed by a minority of parents about ways of communicating and consulting with them. It is committed to exploring a wider range of strategies. The school has recently conducted a skills audit of its parents to ensure that those who have specialist knowledge and skills can be invited to participate in the delivery of a broad and interesting curriculum.
23. The links with other schools are very good. Because this is a Beacon school, there is successful ongoing work on teaching literacy through music, art, dance and drama with six other local primary schools. Individual teachers have supported teachers in other schools. Links with the receiving secondary schools are developing well. There is a close relationship with the Parish Church. A number of dedicated services are held every year for the pupils and their parents. There is also a good outreach into the wider community and individuals with specific skills and experiences are often invited into school to enhance the curriculum provision.

LEADERSHIP AND MANAGEMENT

The very strong leadership and management of the school are promoting good teaching and very good achievement for all pupils.

Main strengths and weaknesses

- The governors and the headteacher are very effective.
- Strong management supports the staff well.
- The school's excellent systems for self-review successfully lead to continuing improvement.

Commentary

24. The school has a very thorough and effective approach to self-review. An annual programme of classroom monitoring, work scrutiny and curriculum reviews is extremely well documented. Detailed written feedback is provided for each teacher, so that he or she knows where to make improvement. A different focus from the school improvement plan is taken each term. Clear points for action arise, which are subsequently summarised for the governors.
25. There has been a huge improvement in the strength of governance since the last inspection. The governors are very clear about their role. They are strongly self evaluative. They understand, and try to apply consistently, the principles of best value. For example, very careful thought was given to decisions about the employment of a non class-based deputy headteacher. Governors have a good grasp of the key factors contributing to the school's success, but are not complacent. They know well their priorities for improvement. These include maintaining high standards across the curriculum, improving the accommodation, developing inclusion, and strengthening communication.
26. The governors are very effectively involved in strategic planning for the school. Each year, the chairs of committees contribute to a development planning conference with all the staff. Additionally, there is an annual governors' visiting day. Governors spend the morning in classrooms, having identified the areas they want to look at. In the afternoon, they discuss what they have seen with the headteacher and the senior management team. These activities, together with clear evaluative reporting from the headteacher enable governors to support priorities for improvement in their spending plans. A minor weakness in the school's improvement plans is that the written success criteria do not describe clearly enough how actions will impact on the pupils' achievements.
27. The headteacher is justly proud of the school's achievements. He is equally determined that the school can go on improving. For example, with regard to teaching quality, his view is that 'satisfactory' is not good enough. He wants his school to be a learning institution for all who work there. He is succeeding in this ambition. He and his senior managers make very careful appointments of new staff. They want to ensure that anyone joining the school will subscribe wholeheartedly to its ethos and high expectations. Through the headteacher's very successful leadership, staff are valued and their professional development is well supported. They are empowered to become confident practitioners and to take on leadership roles.
28. The subject co-ordinators are knowledgeable and enthusiastic. They successfully identify areas for improvement and work purposefully for that improvement. Some senior managers and co-ordinators are very new in their roles, and so, understandably, do not yet have fully developed plans for improvement in their subjects. They do know, though, what is expected of them and feel well supported by senior management. Also, the school's self-review systems help them gain a speedy overview and enable them to focus on development.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	948,669
Total expenditure	984,315
Expenditure per pupil	2232

Balances (£)	
Balance from previous year	87,063
Balance carried forward to the next	51,417

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

The overall provision for children in the Foundation Stage is **good**.

AREAS OF LEARNING IN THE FOUNDATION STAGE

29. Teachers and assistants are working very well together to develop the provision for the Foundation Stage curriculum, which in some aspects, is at an early stage. Children do not always have enough opportunities to think for themselves, organise their own work and be independent. The adults support the children's play well. They talk with the children about their play and participate in it. The two classes are housed in very attractive new accommodation. The team is working towards making the best use they can of this. They need to consider more how to use the classrooms and the outdoor play area as one continuous learning environment. More attention needs to be given to the multi-cultural profile in the resources. Planning for the children's learning is thorough. Assessment of their progress is very good. There is careful analysis of children's skills when they join the class. The teachers make good use of the Bromley Early Years Profile to record children's subsequent progress. They regularly make useful notes from their observations of children's achievements in all areas of learning. This helps them to ensure that the children make good progress. Strengths evident in the last inspection have been maintained. There has been good improvement in the children's opportunities for daily access to climbing and balancing apparatus.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Circle Time gives the children a good opportunity to think about their own and others' feelings.
- The children have settled very well and are confident.
- The children listen very attentively to their teachers.
- They play well together, and are good at taking turns and sharing.
- They are learning well to make choices of activities.
- There is insufficient opportunity for the children to select different resources for themselves.

Commentary

30. The safe and welcoming environment provided by the reception team has enabled the children to settle well into their classes. They can think about what makes them happy and listen carefully to what their friends have to say. When using outdoor equipment, the children share the wheeled toys in a friendly way. They work well in pairs when using computers. The encouraging approach of the teachers and their careful management of whole class sessions enable the children to be attentive and to learn. Well-structured afternoon play activities give the children good opportunity to choose and stay with an activity. The teachers carefully talk through the activities with the children using a visual display to record their choices. However, there is little opportunity for the children to select resources within an activity. For example, they do not yet select different sizes of paper or different pencils or crayons for their picture making.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children are making very good progress in knowing their letters and sounds.
- The most able children can write their name accurately, and others are effectively learning to do this.
- The children are successfully learning to form their letters correctly and they copy their teachers' writing very carefully.
- The children have insufficient opportunity to write independently for different purposes.

Commentary

31. The children benefit from well-structured sessions that teach them the letters of the alphabet and the sounds they make. Real objects and visual displays support this learning well. Practice in forming letters in dry sand or in the air first before writing with a pencil is very appropriate for these young children. However, they do not have opportunities to apply this learning for themselves in a range of different or lively contexts; writing their own lists, notes, stories and letters, for example. The children could be achieving more here. They enjoy stories and books, which they handle well. In their play, the children use language well. Just occasionally, an adult asks 'closed' questions of the children that require only one-word answers and this is limiting.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Some children can already count accurately to 20 and recognise the numbers; others are making good progress in counting to 5 and to 10.
- Nearly all the children recognise and can name shapes such as squares and triangles, and many know how many sides these shapes have.

Commentary

32. Practical activities, such as sorting objects according to their shape and size develop the children's understanding well. In one successful session, the teacher very competently led the children to deciding for themselves how to sort the objects. She let the children work through different options without telling them whether they were right or wrong. In this session too, the children showed that they can successfully order objects by their size. 'It's got to get littler and littler' said one child, and another said, 'Just like the three bears!' Opportunities to play with mathematical toys are also helping the children's learning. In a bead threading activity, the children showed that they could successfully recreate a repeating pattern.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children have very good computer skills, for their age.
- They have good opportunities to observe living creatures closely.
- They are successfully learning about how to care for animals.
- They can build dextrously with a range of construction equipment.

Commentary

33. In a very successful computer lesson, the children demonstrated good mouse control and managed a quite sophisticated programme. This required them to move a car in different directions round streets and in a number of moves. The teachers made good use of the media suite to show the children an RSPCA video about caring for pets. This activity linked well with the class topic and led into some literacy work the next day. In their responses, the children showed some good early appreciation of the needs of animals, such as chews for puppies. The children handle their giant African snails with great care, looking at them closely and talking about how they feel on their hands: 'tickly, slimy'. The adults work in a helpful way when the children are using construction sets. They show them how pieces can be joined. They make suggestions, such as 'Would this work as a handle?' The children experiment by putting more and more water into the sand to make 'pies'.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The children have good opportunities for boisterous outdoor play.
- In timetabled PE lessons, the children show good controlled movement.
- The children sometimes need more encouragement to improve their work.

Commentary

34. The children use space well, both in PE lessons and outdoors. They can jump and run and drive their toys well without bumping into each other. They take great delight in clambering on the 'ship' in the outdoor area. This is a particularly good piece of large equipment. It lends itself to all kinds of climbing as well as imaginative play. The children are successfully developing dexterity in using tools and equipment, such as spades and pouring equipment when using sand or water. In outdoor play and in PE lessons, the adults do not always take the opportunity to suggest to children how their climbing or their movements could be improved.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The children make very attractive drawings of their families and lively paintings of their pets.
- They benefit from high quality specialist music teaching, and so can sing and play simple percussion instruments very well.
- In their play, the children successfully develop imaginary scenarios.

Commentary

35. There were examples of successful imaginative play and role play: In one session, some children were playing with a tabletop farm. The children played in a very organised way, putting similar animals together, and loading the hay carts to feed the animals. A boy had made a star shape with plastic straws; he took his model to the farm and said, 'Look, the sun is rising over the farm!' On another occasion, a child 'bought' a cat and a tin of food from the pet shop. She subsequently returned, bought a dish, and very carefully and gently 'fed' her cat. An overheard conversation in the pet shop: 'Can I just help this other lady first; my cat food cost £10'

36. In a very successful music lesson, the children were fascinated to see and hear a real guitar. They had good opportunity to explore percussion instruments. When they shook or banged their instruments, nearly every child very successfully maintained a steady pulse. They could also play loudly or softly. They sing with enjoyment simple nursery rhymes and songs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The high standards achieved in reading and writing throughout the school.
- The very good achievement of pupils with SEN.
- Consistently good, and often, very good teaching.
- The enthusiasm and confidence of the pupils.
- Pupils' speaking skills are not fully developed.
- Some English books are outdated and do not sufficiently reflect the rich variety of cultures in British society.

Commentary

37. Achievement in English is very good. Almost all pupils reach the standards expected nationally at the ages of 7 and 11. A good proportion exceeds these standards. The able pupils do well. Pupils with SEN achieve very well. By the end of Year 2, pupils can read confidently and with expression. They can write in sentences and are beginning to extend their writing into longer stories. They are secure enough in their knowledge of punctuation to argue about whether to write, 'mum' with a capital letter – 'because it's the name you call her'. By the end of Year 6, pupils studying Romeo and Juliet read Shakespeare's lines sensitively and with understanding. They have a wide vocabulary and produce creative writing, both prose and poetry, of a very high standard. Poems inspired by a visit to war cemeteries in France are particularly moving. Pupils have good listening skills but when they speak, especially when addressing the whole class, they often do not project their voices enough to be heard clearly.
38. Teaching is generally good in infant classes and often very good in junior classes. Throughout the school, teachers have very high expectations of work and behaviour. They plan, assess and mark work very well, giving pupils a clear idea of how they can improve. This leads to very good motivation among the pupils. They take great care to present their many pieces of finished work well. They often use computers very well to produce illustrated or decorated work. While the teaching of reading in the infant classes is sometimes thorough rather than exciting, it gives pupils a very secure basis for learning. Parent helpers make an extremely important contribution, which allows younger pupils to practise reading aloud frequently. Teachers make very good use of support staff. This helps pupils to achieve very well and to grow in confidence.
39. English is well led and managed. The co-ordinator and senior management constantly evaluate their practice and pupils' achievements, with a view to identifying how they can raise standards even further. While resources are well used, some books, in particular, reading scheme books, are outdated and not very appealing to pupils. Some older books fail adequately to reflect different cultures.
40. Since the last inspection, the school has maintained high standards of attainment and good teaching. It has made particularly good progress in promoting creative and extended writing.

Language and literacy across the curriculum

41. The skills that pupils develop in reading and writing support their work in all the subjects of the curriculum very well. There are occasions, for example, in some science lessons, when

teachers give too much guidance on what pupils should write, preventing them from planning and recording in their own words.

MATHEMATICS

Provision in mathematics is **very good**.

- Standards are high in number, algebra, shape, space and measures, and data handling.
- Pupils have less opportunity to achieve high standards when using and applying their mathematical skills.
- Teaching is generally good, and in Years 3 to 6, often very good.
- Teachers have high expectations of all pupils.
- Work in lessons appropriately challenges pupils.
- Assessment of learning is very good.

Commentary

42. Standards for seven and eleven year olds are well above average because of good teaching and learning, particularly in numeracy, where calculation is a particular strength. Most pupils, including those with SEN, make very good progress. They achieve very well in lessons and over time. Support for pupils with SEN is sharply focused on helping them to achieve their best. Learning support assistants make valuable contributions to the learning of these pupils.
43. Pupils' achievement in using and applying mathematics is not as high as in other areas of the mathematics curriculum. This is because they get fewer opportunities to experience more open ended or practical problem solving activities that result in them drawing their own conclusions or explaining their strategies.
44. Teaching in Years 1 and 2 is sound, and often good. As a result, the children make good progress. Teachers use praise and individual support extensively to motivate them and as a result children work very hard. Teachers give clear explanations and thoroughly demonstrate methods of working, enabling pupils to achieve a good understanding of new learning. Six year olds know their number order to 100 and understand what each digit represents. They use coins confidently to make sums of money to £1 and above. However, a small number of the most able pupils in the infants could achieve more, if the work was more closely matched to their ability and had additional challenge.
45. Teaching in Years 3 to 6 is good and often very good. Teachers are very aware of when pupils are ready to make progress and work is challenging, yet well matched to the pupils' prior learning and level of ability. All new learning is supported by clear teacher explanations and good demonstration. As a result, pupils acquire new knowledge very successfully, enjoy their mathematics lessons, concentrate very well and work extremely hard. Year 6 pupils confidently find percentages of given numbers and are able to multiply two digit numbers, including decimal numbers, by three digit numbers. They understand the need to check their results by a range of methods, including inverse operation. In the very best lessons, teachers ask open-ended questions that require the pupils to justify and explain their thinking and answers. Throughout the school teachers' planning identifies very clear learning objectives that are shared with the pupils and used very effectively for assessment.
46. Teachers have very high expectations of all pupils. Progress is carefully monitored and used to set challenging individual targets. Teachers undertake regular and thorough assessments of pupils' work. Marking in books is thorough and includes helpful comments on misconceptions and how work could be improved. Older pupils are very aware of where improvement is needed.

47. The subject co-ordinator has held responsibility for the curriculum area for only a few weeks but has already achieved a very good overview of standards and teaching and learning throughout the school. She has identified a number of priorities for development, including better provision for using and applying mathematics.

Mathematics across the curriculum

48. Across the school, pupils are confident users of mathematical language. They also demonstrate mathematical precision in other subjects such as design and technology when they measure accurately in centimetres. Pupils record work in their books clearly and to a very high standard.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The high standards achieved in scientific knowledge, skills and understanding.
- Skills in scientific enquiry are not yet fully developed.
- There is consistently good teaching, with some very good teaching in the juniors.
- Pupils concentrate well and work very hard.
- There are very good cross-curricular links with ICT, mathematics and English.

Commentary

49. Standards in science are very good. Achievement is good in Years 1 and 2 and very good in Years 3 to 6. By the ages of 7 and 11 many pupils' subject knowledge exceeds expectations, and almost all reach the standards expected nationally, including those with special educational needs. By the end of Year 2, children confidently classify food into fat, carbohydrate, fibre and protein, and use this information to create a balanced packed lunch. Pupils in Year 6 can clearly explain how animals adapt to their environment and are able to transfer this knowledge to other living things, including plants.

50. Children generally achieve sound investigational skills because the school has developed a secure framework that guides pupils' recording of scientific enquiry. However, there is the need, particularly in the junior years, for children to work with greater independence. They need more opportunity to raise their own scientific questions and independently identify an appropriate investigative approach.

51. Teaching in science is good in the infant classes and sometimes very good in the junior classes. Good and very good teaching is characterised by:

- Effective links being made with the children's previous learning
- A strong focus on the accurate use of scientific vocabulary
- Thorough preparation before lessons, and clear learning objectives that are shared with the children
- High expectations of, and challenge for, all pupils
- Some good questioning by teachers leading to children transferring their understanding of one scientific situation to another.

52. Children enjoy their science lessons and work extremely hard and productively. Work is invariably of very high quality. Skills learnt in other lessons are reinforced and further developed in science. Year 6 pupils practice the skill of note taking while watching a video on how animals adapt to their environment. Notes are used to write and draw about adaptations that animals have made. Year 4 children confidently record in chart form their predictions and results when investigating solids.

53. Provision in science has improved since the last inspection, particularly in terms of the quality of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **very good**.

Main strengths and weaknesses

- The subject is very well led and supported by its co-ordinator.
- Pupils have excellent attitudes to using ICT.
- Staff knowledge and understanding are good and often very good.
- The use of ICT to support the other subjects is very good.
- Some aspects of ICT are more thoroughly covered than others.

Commentary

54. Achievement is very good. Standards, particularly for the oldest pupils, are high. By the end of Year 2, pupils are able to use menus to access files, produce text and drawings and save their work to a folder. They are familiar with the keyboard and can describe how to use the shift key and caps lock. They work with confidence and fluency on familiar tasks. By the end of Year 6, pupils can use word processing and publishing programs very competently. They can produce and interpret graphs and charts, and know many uses of ICT in the everyday world. They can create, evaluate and improve presentations using PowerPoint.

55. Teaching is good overall. All teachers are using the very high quality ICT resources well. They are successfully developing their competence and confidence. Some teachers already have very good knowledge and understanding of the subject and teach it very well. Support staff and parents also make a very positive contribution. Pupils throughout the school are excited and inspired by the possibilities offered by ICT and this helps them to work hard and achieve very well. There is good assessment of pupils' work. ICT resources are particularly helpful, and well used for some pupils with SEN. ICT is not generally taught as a separate subject. It is planned to be taught within the subjects of the curriculum and used as a tool for learning. This is generally successful, but pupils' knowledge is more secure in areas such as word processing and data handling than it is, for example, in control technology. The approach requires particularly close monitoring.

56. The subject co-ordinator has very good subject knowledge. He supports colleagues actively and energetically. There is very good improvement planning for ICT and for continuing staff development. This is underpinned by a dynamic attitude that aims to improve resources further and push standards even higher. The enhanced equipment the school has acquired has had a very positive impact on standards, which are greatly improved since the last inspection.

Information and communication technology across the curriculum

57. Pupils use ICT very well in support of their work in other subjects. The youngest pupils can write captions in English lessons and use drawing programs in art. Older pupils make illustrated covers for their projects and use the Internet for research. They very competently enter data from science, mathematics and citizenship lessons to make graphs and charts and interpret their data. They use PowerPoint to make presentations, for example, about their trip to France.

HUMANITIES

History

Provision in history is very good. History lessons seen in Year 3, together with scrutiny of work, provided evidence of some very good teaching and learning.

Main strengths and weaknesses

- Pupils achieve high standards in history.
- An enriched curriculum supports and enhances pupils' learning.
- Curriculum leadership is very good, providing good support for teachers.
- Very good use of language and literacy skills.

Commentary

58. The pupils' work shows very good achievement both in their lessons and over time. Progress is effectively supported by a whole school focus on historical enquiry that begins in the infant classes. Even the youngest pupils understand the importance of historical evidence when finding out about the past, and the teachers support them well in developing their own ideas. Teachers plan lessons very carefully and use objectives particularly well to secure high quality learning. The objectives focus on the development of historical skills as well as knowledge. Teachers ensure that pupils are taught appropriate historical vocabulary.
59. The history curriculum is greatly enhanced by visits and visitors, such as the Year 3 'Anglo-Saxon and Viking Day'. Year 1 pupils did washing using Victorian methods and produced very neat labels to accompany photographs of their experience. These theme days and visits are thoroughly enjoyed by the children as well as significantly boosting their learning.
60. The pupils' reading and writing skills are used very effectively in their history work. Older children organise their writing in logical and coherent forms and extend their learning through high quality independent study and homework.
61. Leadership by the curriculum co-ordinator is very effective. She has a good overview of standards in history, and has begun to audit pupils' views on their own achievement. Developments for the future have been identified.
62. The school has maintained the high standards found in the last inspection.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- The good standards achieved in geography.
- A practical approach to teaching, including good fieldwork.
- The very good use of geographical vocabulary.
- The Year 5 programme of study needs further development.

Commentary

63. In the two lessons seen in the infants and the one in the juniors, both teaching and learning were good. Teachers clearly explained new vocabulary and had very high expectations of the children. Pupils rose well to teacher challenge and their achievement was good. Children in Year 1 understood and used correctly the word 'residential' and were able to identify the places where people live on a map of local streets.
64. Children achieve good standards in geography. Pupils in Year 6 are working at or above the standards expected nationally. There is a strong emphasis on building the children's mapping skills and this significantly supports their achievement when locating places either locally or further afield.

65. Fieldwork is used effectively in each year group to develop the children's understanding of geographical enquiry and to further enrich the curriculum. Year 2 children prepared for a visit to Brenchley by studying a map of the local area and raising good geographic questions linked to their observations. They enjoy pursuing the evidence to answer their questions when they make their visit.
66. Leadership by the curriculum co-ordinator is good. She has monitored mapping skills throughout the school and adjusted the programme of study in order to make improvements. She is aware that the Year 5 programme of study is not well developed and has plans to ensure that it is reviewed.
67. Since the last inspection, the school has maintained its good standards in geography.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. Insufficient lessons were seen in **art and design** and **PE** to make a secure judgement about teaching and learning in these subjects. However, the wide range of work on display provided good evidence of some high quality work in **art**. This reflects some good and very good achievement by the pupils. No **design and technology** lessons were timetabled for the infants during the week of the inspection, so no judgements about teaching and learning there can be made. Lessons seen in Years 4 and 5 provide sound evidence for good teaching and learning in **design and technology** for the juniors. Lessons in **music** were seen in both infant and junior classes, as well as a Key Stage 1 hymn practice. These showed very good teaching and learning in this subject. The cross-curricular linking of art, music and art and design with other subjects is making a significant impact on the quality of the pupils' learning.

Art and design

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

Main strengths and weaknesses

- The pupils produce some high quality work.
- There is good coverage of the art curriculum.
- There is some lovely work based on the pupils' studies of their own and other cultures.
- The subject is well led and managed by the art co-ordinator.

Commentary

69. The good range and quality of the pupils' work on display included:

- some pleasing drawings of themselves by Year 1 pupils
- well ordered patterns and designs using potato print technique in Year 2
- well executed papier-mache masks of famous people made by Year 2 pupils
- some very original collage work, also done by Year 2 pupils, using a digital photograph of part of their classroom, and extending the image using lines and torn magazine pictures
- in Year 3, well executed pencil studies of Tutankhamun's death mask, very attractive patterns inspired by Celtic metal work, and illuminated letters linked to the Anglo-Saxon work
- in Year 4, attractive watercolour paintings and well observed drawing of life forms linked to their study of rivers.
- individually designed Carnival masks in Year 4 captured the vibrancy and colourful feel of the Caribbean
- winter landscapes linked to their poetry made by Year 5 showing effective use of a colour wash background with black spiky shapes superimposed.
- in Year 6, evocative pastel pictures of the three witches linked to their performance of 'Macbeth'
- the pictures made by Year 6 pupils, using cut-out figures on a marbling background very successfully achieving a rhythmic feel and a good sense of the African landscape
- clay figures and pots completed to a high standard.

70. The co-ordinator has very good subject knowledge. She uses this well to support her colleagues. For example, she has successfully helped teachers do ceramics work and improve their displays. The scheme of work for art is well developed and supported by practical written guidance from the co-ordinator. An audit of the pupils' skills through the school led to effective training for staff on using a wide range of materials in art. The co-ordinator has clear priorities for developing art in the school, including support in the Foundation Stage, developing a wider concept of the use of sketchbooks, and bringing in artists from other cultures to widen the multi-cultural dimension in the art curriculum.

71. Overall, provision in art and design has improved since the last inspection.

Design and technology

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

Main strengths and weaknesses

- Teaching and learning for the juniors are good.
- The pupils produce good quality artefacts.

Commentary

72. In the junior lessons seen, teaching and learning were lively. The pupils were keen and interested. Those with special educational needs were well catered for. The lessons were well prepared and well resourced. One started with a PowerPoint presentation, including photographs of the Notting Hill Carnival and of carnival floats in the Caribbean. These elicited a 'Wow!' from the pupils. Discussion of colours and designs effectively helped the pupils think about their own designs for carnival floats. These were to be based on a choice of poem from the Caribbean. In another session, the pupils talked animatedly about the Jinx frames they had made for their playground rides, explaining the process clearly. They showed good understanding of how cogs and wheels work. Their measuring was accurate. They use tools and materials sensibly and safely.

73. Work seen around the school included:

- felt puppets made by Year 2 pupils, hand sewn and with some original designs for faces and clothes
- imaginative and colourful carnival floats using a good range of materials
- sophisticated carousels using cogs and wheels.

74. The good standards seen in the last inspection have been successfully maintained.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- High quality specialist teaching is leading to high standards of singing and playing.
- The pupils really enjoy their music lessons.
- Singing, composition and instrumental work are effectively integrated in lessons.
- Other teachers would benefit from in-service training from the specialist teacher.

Commentary

75. The specialist teacher takes most of the lessons. They are characterised by very good pace, a high level of subject expertise, and enthusiasm. Tuned and untuned percussion instruments are well provided and used. Effective practice in voice work leads smoothly into learning new songs

and making new compositions. For example, in one lesson, the pupils successfully practised making wave sounds with their voices. Instruments were then introduced. Skilful work by the teacher enabled the class to produce a lovely watery music composition. The infants sing beautifully in tune, successfully changing from loud to soft. They sing with a great sense of enjoyment and excitement. With the good encouragement of their teacher, they can improve their phrasing. The oldest pupils in the school make a beautiful sound with their unaccompanied singing. An African chant was particularly moving. They also sing very competently in parts and in minor keys. Pupils learning to play instruments such as the piano, clarinet and flute, often accompany the singing in lessons and in assemblies.

76. The specialist teacher gives helpful advice to her colleagues, but has done little explicit staff training, and this would be beneficial.

77. Standards in music are slightly better than those found during the last inspection and the school has successfully kept a high profile for music in the curriculum.

Physical education (PE)

Provision in PE is **satisfactory**.

78. There is a good scheme of work to support the PE curriculum. The co-ordinator checks to ensure that the pupils' skills improve as they move through the school. The school is successfully developing cross-curricular, multi-cultural links through dance. There is some helpful specialist teaching of sports skills. Sufficient PE time is regularly timetabled for each class.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There is a very effective school council
- The older pupils are gaining a good sense of democracy
- Currently, the school council involves just the junior pupils

Commentary

79. The school council is run on very democratic lines. Pupils articulately set out their case for being elected. Meetings are business like, with a clear agenda, a chairman and a secretary. Teachers attend by invitation. In the meeting seen, the editor and assistant editor confidently presented the latest edition of 'SCADMAG' for the council to review. Clear decisions about improvements to the school environment were arrived at. The school council is not yet extended to involve the younger children. Older pupils have visited the Houses of Parliament. In their subsequent writing, 'If I were the Prime Minister', they showed good emerging awareness of social and political issues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
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	2
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	2

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