

INSPECTION REPORT

THE CRAYLANDS SCHOOL

Swanscombe, Dartford

LEA area: Kent

Unique reference number: 132764

Headteacher: Mrs C Allsop

Lead inspector: Mrs E Chadwick

Dates of inspection: 20th - 21st June 2005

Inspection number: 268049

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 -11
Gender of pupils: Mixed
Number on roll: 59

School address: Craylands Lane
Swanscombe
Dartford
Kent
Postcode: DA10 0LP

Telephone number: (01322) 388 230
Fax number: (01322) 388 231

Appropriate authority: The governing body
Name of chair of governors: Mr N Chard

Date of previous inspection: The school has not previously been inspected.

CHARACTERISTICS OF THE SCHOOL

This new school is currently much smaller than most other primary schools, with 59 pupils aged 4 to 6. There are significantly more boys than girls, with over twice as many boys as girls in the Reception class. There are currently two classes, a Reception and a Year 1 class, although in September 2005, there will also be a Year 2 class. The school opened in September 2003 with one class of Reception children. It is designed as a one-form entry primary school for 210 boys and girls aged between 4 and 11 and will grow year on year until it reaches its full capacity. The school is oversubscribed in Reception, with three applicants for every one place.

Nearly all pupils live in Swanscombe, which mainly consists of homes that are rented from the local council or housing association, although a minority of homes are owner-occupied. The school is situated in an area where socio-economic circumstances are below average. The proportion of pupils who claim free school meals is in line with the national average at 10 per cent. Nearly all are White British, although a very small proportion are from ethnic minority heritages, and no pupils speak English as an additional language. The proportion of pupils on the special educational needs register, at 31 per cent, is above average although the proportion with statements of special educational need is well below average. Most of these pupils have language difficulties. A significant minority of children start Reception with delayed speech and behavioural difficulties. Pupils' overall attainment on entry is below average but ranges from above average to very low.

In 2004, the school gained an Investor in People Award. The school is Kent's first PFI primary school (the Government's Private Finance Initiative, where private contractors design, build, finance and maintain the school).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1911 5	E Chadwick	Lead inspector	Mathematics Science Art and design Design and technology Music The Foundation Stage
9092	R Elam	Lay inspector	
2233 0	L Lewin	Team inspector	English Information and communication technology Geography History Physical education Religious education Special educational needs English as an additional language

The inspection contractor was:

Tribal Education
1 - 4 Portland Square
Bristol
BS2 8RR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13 - 14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	15 - 23
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	24

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The Craylands School is a good school where pupils achieve well. It is a new school that has made a good start in establishing itself. There are currently two classes and the school will grow each year until it reaches its full capacity of 210 pupils aged four to eleven. By the end of Year 1, standards are average in English, mathematics, science and information and communication technology (ICT). The overall quality of teaching and learning is good and very good in Reception. The headteacher provides good leadership and direction and is well supported by her staff and a keen governing body. The school provides good value for money.

The school's main strengths and weaknesses are:

- In Year 1, pupils achieve well in reading and mathematics through good teaching.
- Children are given a flying start in Reception in all areas, including literacy and numeracy.
- Pupils with special educational needs make good progress.
- The headteacher provides good leadership and creates the right climate where pupils develop a love of learning.
- Pupils' behaviour, attitudes and relationships are very good, reflecting the high standards expected by the school.
- Longer-term improvement planning needs more detail.
- In Year 1, there is not enough attention to improving spelling and handwriting.
- In Year 1, pupils' scientific enquiry skills do not develop evenly. This restricts the challenge for more capable pupils in particular.

The school has not been previously inspected. It was opened in September 2003 as Kent's first PFI primary school (the Government's Private Finance Initiative). Since then much hard work has led to pupils' good achievement, the school's smooth running and parents' great satisfaction with it. The school has worked very effectively to form good links with the community and other schools. The school has made a good start towards achieving its aims of providing a high quality education for all pupils, regardless of their initial starting points.

STANDARDS ACHIEVED

There have been no statutory Year 2 and Year 6 national assessments as the school has yet to have pupils in these age groups.

Pupils' overall achievement is good. When they start school, their overall attainment is below average because of the substantial minority who enter with below average attainment. By the end of Year 1, standards are average in speaking, listening, reading, writing, mathematics, science and ICT. Standards meet the expectations of the locally agreed syllabus for religious education. Pupils achieve well in speaking, listening, reading, mathematics and religious education. Their achievement is satisfactory in writing, science and ICT. Pupils with special educational needs make good progress. Pupils' overall achievement in Year 1 is good.

Children in Reception achieve very well in all their learning. By the end of Reception they reach the nationally expected learning goals for this age in speaking, listening, reading,

writing, mathematics, knowledge and understanding of the world, physical development and creative development. They exceed the goals in personal, social and emotional development. Children of all abilities achieve very well, including those with special educational needs, and they are very well prepared for learning the National Curriculum.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils' attitudes to school are very good and they behave very well. Children in Reception make a very good start in adapting to school. In Year 1, pupils' confidence and enjoyment of school continue to grow. They are provided with good opportunities for working in small teams and making some decisions for themselves. Pupils' attendance is satisfactory and their punctuality is good. The school has good procedures for improving attendance and ensuring there is a very prompt start to the school day.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are mainly good. They are very good in Reception and good, overall, in Year 1. Lessons are relevant and interesting and pupils' work is often well matched to their previous learning. In Reception the consistently high quality teaching stimulates children to learn very well, including very good progress in reading, writing and numeracy. In Year 1, the quality of teaching of reading, mathematics and religious education is good. The quality of teaching of writing, ICT and science is satisfactory. Throughout the school, interactive whiteboard technology is used very well to help pupils learn. However, pupils are not given enough opportunity to use computers as a natural tool for learning in English.

The curriculum provided is very good in Reception and good in Year 1. The curriculum is rich, relevant and well based in practical experience. Extra-curricular activities are very good and greatly enhance pupils' learning and personal development. The school's accommodation and resources are very good. The school takes care of its pupils. Links with the community and parents are good. The school has worked very effectively to form such good links since it first opened only two years ago.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are both good. The headteacher provides good leadership and management for improving pupils' achievement and enabling staff to teach well. The senior teacher sets a very good example by her own high quality teaching. Governors are committed, provide much support and are effective in helping to steer the school's direction. All the school staff work together as an effective team for the pupils' benefit. The school fulfils statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the education the school offers. Pupils enjoy school and develop a sense of pride in their own and the school's achievements.

IMPROVEMENTS NEEDED

- Ensure the school improvement plan shows strategic planning for a longer period, with due emphasis upon standards and achievement.
- Improve the systems for teaching spelling and handwriting in Year 1.

- Ensure that pupils' systematically develop their scientific enquiry skills and there is always enough challenge for higher attaining pupils.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well. Although they enter Reception with below average attainment, by the end of Year 1 their attainment is average in reading, writing and mathematics, speaking, listening, science, ICT and religious education. Pupils' achieve very well in Reception, whereas their achievement in Year 1 is good, overall. Good provision for pupils with special educational needs is helping to raise attainment for a significant minority of pupils, from a low starting point. There are no significant differences between the achievement of girls and boys.

Main strengths and weaknesses

- Children in Reception achieve very well in communication, language and literacy, in mathematical development and in all other areas of learning.
- Pupils' achievement in speaking, listening, reading and mathematics is good in Year 1.
- Pupils with special educational needs make very good progress in Reception and good progress in Year 1.
- In Year 1, standards are weaker in spelling and handwriting than in other aspects of writing.
- In Year 1, there is not enough challenge in investigative science for higher attaining pupils.

Commentary

1. Very good teaching and learning in Reception raise standards for children from their overall below average attainment on entry. By the end of Reception, children attain standards that exceed those in most schools in personal, social and emotional development. They reach standards similar to those in most schools in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Their achievement is very good in all areas of learning.
2. As there is not yet a Year 2 in the school, the school has no standards to report for end-of-Year 2 national assessments. The school's own assessments and inspection evidence show that, by the end of Year 1, standards in speaking, listening, reading,

writing and mathematics are average. Standards are also average in science and ICT, and they meet the requirements of the agreed syllabus for religious education. Pupils' overall achievement is good in Year 1. It is good in speaking, listening, reading, mathematics and religious education. It is satisfactory in writing, science and ICT.

3. When children leave Reception, most children are average in reading, writing and mathematics but their overall attainment is wide. Due to very good teaching methods and the rapid progress children make, about one third are above average, especially in reading and numeracy. This is a far higher proportion than on entry to the school. However, by the end of Reception a significant minority are still below average in literacy and numeracy, despite their very good progress since starting school. These pupils are vulnerable to not achieving the nationally expected standards at the end of Year 2. There is good continuity between Reception and Year 1 for the rigorous teaching of the smaller steps in reading and numeracy. Provision is not so good in writing. The progress made in Reception and in Year 1 in speaking, listening, reading and numeracy suggests that pupils are currently on track to achieve above average standards in reading and mathematics by the end of Year 2.
4. Pupils' achievement in Year 1 writing is not as good as in other aspects of English. Whilst pupils write confidently at length for a wide range of purposes, spelling is a weaker aspect and handwriting is sometimes irregular and untidy. In investigative science, pupils' observation skills are good and pupils carry out simple tests. However, the full range of enquiry skills does not develop evenly and there is little opportunity for pupils to learn at higher levels. This causes underachievement for higher attaining pupils in scientific enquiry.
5. Pupils with special educational needs make very good progress in Reception and good progress in Year 1. In Reception, they are provided with rich language and practical experiences which emphasise the rapid development of speaking and thinking skills. The steps in reading, phonics, spelling, writing and numeracy are very carefully matched to pupils' stages of development. Throughout Reception and Year 1, good provision in speech therapy improves the speaking skills of those with language difficulties. In Year 1, good provision in reading and mathematics continues to raise attainment from a low starting point. In writing, there is not enough attention to teaching spelling patterns for these pupils, which slows their progress. More capable pupils make very good progress in Reception and satisfactory progress in Year 1. In this year their progress is good in reading and mathematics whilst satisfactory overall in the rest of the curriculum inspected.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and behaviour are very good. Their attendance is satisfactory and their punctuality is good. Pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils behave very well, have positive attitudes to work and enjoy being at school.
- The school's very good provision for social, moral and cultural development leads to pupils' very good personal development.
- The very good relationships between all members of the school community provide a springboard for learning.

- The very good arrangements in the morning lead to a prompt start to the day.

Commentary

6. When they first join the school in Reception, a significant minority of children are hindered by a lack of social or language skills. A small minority of boys have limited personal development. From their earliest days in Reception the children are nurtured so they feel secure. They are given very good personal support to help them adjust to school routines. The exciting learning opportunities and a climate of high expectations that all children should do well, regardless of their initial starting points, enable all children to become enthusiastic learners. There is excellent provision for enabling children to make some decisions for themselves and to take some responsibility for their own learning. By the end of Reception, the children exceed their early learning goals in personal, social and emotional development. This gives the children a very secure start on entry to Year 1.
7. In Year 1, pupils concentrate very well, enjoy their work and want to do well. They listen attentively, follow instructions carefully and settle quickly to their work. Their very good attitudes to learning reflect the care by all staff, throughout the school, to help pupils enjoy school and to make learning relevant to their interests. The good lesson pace and variety of teaching and learning styles, including learning through doing, as well as watching and listening, are important factors in pupils developing a love of learning and sustaining interest.
8. Pupils' good spiritual development is very evident. For example, in Reception, children displayed a sense of wonder when thinking about how their metal detector might work when it detected treasure in the sand pit. Thoughtful assemblies offer opportunities for pupils to reflect on their feelings and how their actions might affect others. There is a spiritual dimension to many lessons and especially in poetry and religious education. School assemblies also enable pupils to develop a strong sense of belonging to a whole-school community and to celebrate the contributions and achievements of others.
9. Pupils' social development is very good. The school values its pupils and is very successful in the way it encourages them to grow in confidence and self-esteem. Pupils mix very well together both at work and at play. Pupils' very positive relationships with their peers and with adults contribute to the quality of work in lessons and to the progress they make. The pupils show maturity in fulfilling their responsibilities around the school. For the older pupils, these include being 'playground pals' helping to look after others at break and lunch times. Pupils are given good opportunities to gradually work together in small teams and make some decisions for themselves. Pupils develop an awareness of the wider world through many worthwhile outside visits and visitors. This is furthered by well-chosen collections for charity and engaging visits by people who work in the community.
10. Pupils' moral development is very good. The school strongly promotes positive thinking and values. There are clear expectations of high standards of behaviour and acceptable conduct, to which the pupils respond. Pupils behave very well in the classroom, at play and lunch times. They are well mannered and even the youngest work well with their classmates and take turns. Pupils move around the school in an

orderly way, including when not being directly supervised. There is no suggestion of any bullying or aggression. There have been no exclusions.

11. The provision for cultural development is very good. Frequent visits by artists, musicians and sports people enrich the curriculum and provide pupils with different insights into their cultural heritage. The strong emphasis on bringing history alive through visits and visitors helps pupils to start understanding the importance of technological invention in modern times. For example, Year 1 pupils compare how the Victorians had to beat their carpets to remove dust with the modern invention of the vacuum cleaner. Pupils also have had an opportunity to examine old seaside artefacts, for example, bathing machines. Good activities allowing pupils to gain understanding of a range of different cultures enable them to begin to appreciate the multicultural nature of British society. The school provides high quality real experiences, for example, through African and Indian drumming performances and their awareness of Diwali celebrations.

12. Analysis of the school's current attendance rates shows they are satisfactory for the current Reception and Year 1 pupils. National comparisons are only available for the 2003/4 year when only Reception pupils were in school. The attendance rate in 2003/4 was broadly similar to national figures. The table below shows the attendance figures for the school. The school encourages good attendance by emphasising in newsletters to parents the importance of not taking holidays in term time. The secretary also telephones home on the first day of any unexplained absence. Few pupils arrive late in the morning. The very effective arrangements include allowing pupils to come straight into school when they arrive so that they are already settled in their classroom at the formal start of the day. In addition, the gate is locked immediately at that time, leading to parents having to use the main entrance so that the school ensures an accurate record of any lateness.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.0
National data	5.1	National data	0.4

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

- Please note the attendance rate in the table above for the school is only for Reception, as it had no other pupils at this time.

Exclusions

There have been no exclusions since the school opened.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. It is very good in Reception and good in Year 1. The school provides a good and worthwhile curriculum for its pupils. Sound

care and good guidance for pupils and good links with parents and the community provide secure foundations for pupils' learning.

Teaching and learning

Teaching and learning are good. They are very good in Reception and good in Year 1. Assessment procedures are good and used well to respond to pupils' needs.

Main strengths and weaknesses

- In Reception, there is much very good and excellent teaching, including that of literacy and numeracy.
- In Year 1, the quality of teaching in speaking, listening, reading and mathematics is good.
- Teachers use their interactive whiteboards very well for helping pupils learn.
- In Year 1, there is not enough attention to developing pupils' spelling and handwriting.
- In Year 1, planning does not show enough detail for developing scientific enquiry skills.
- Computers are not used frequently enough in literacy lessons.

Commentary

Summary of teaching observed during the inspection in 10 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	3	3	2	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

13. The very good quality teaching in Reception leads to rapid learning and a rise in standards. In Year 1, the overall quality of teaching is good but not as consistently so as in Reception. No unsatisfactory lessons were observed.
14. In Reception, many rich language activities underpin all children's learning. Teaching methods are very effective, especially for developing speaking, listening, reading, writing, mathematics and personal development. The teacher's knowledge and understanding of the curriculum for the Foundation Stage is very good. There is a very good balance between formally organised small group and class teaching. Purposeful play is of a high quality, very well organised and plays a great part in furthering children's independent learning skills as well as their academic understanding and creativity. Adults intervene effectively at strategic points during children's play in order to further their learning. Planning is very clear, detailed and consistently very good in all areas of learning. Assessment is very good and used very well so that adults have high expectations and a clear idea how to best further all children's personal development and academic achievement. Support assistants are well briefed and deployed and make a valuable contribution to the children's learning and progress. Very good planning ensures that all children are given equal opportunities to do well, whatever their starting point. A strong feature in Reception is the high quality teaching of reading, phonics, writing, early spelling and mathematics. Literacy and numeracy strategies are gradually introduced to match the children's stage of development.

15. Transfer of records at the end of Reception is thorough and, overall, there is good continuity between Reception and Year 1. In Year 1, continuity is weaker in writing, as is the rigour of the teaching of skills in investigative science. The school continues to provide good opportunities for speech therapy in Year 1, which greatly enhances the progress of those with speaking difficulties.
16. In Year 1, the quality of teaching is mainly good. Good teaching, supported by evidence of the pupils' previous work and hearing pupils read, occurs in English, mathematics and religious education. Both the teacher and support staff have good knowledge in these subjects, although the teaching of spelling and writing is less rigorous than other aspects of English. One reason is that there is not enough emphasis on teaching these skills. Pupils develop the confidence to write freely and at length and to write for a range of purposes. However, the lack of rigorous development of key skills impairs the quality of their writing. The teaching of science is satisfactory. The teaching of scientific knowledge generally challenges all learners. However, the teaching of scientific investigative skills is insufficiently rigorous. This prevents the even development of all the skills and there are not enough opportunities for more capable pupils to learn at higher levels. The teaching of ICT is satisfactory. A strong feature is the way interactive whiteboards are used to help pupils learn. The use of computers as a natural tool for learning is satisfactory, although some opportunities are missed for pupils to use computers, especially during literacy lessons. In the few satisfactory lessons, weaker elements included inconsistent opportunities for more capable pupils to learn at higher levels or limited use of computers during group work.
17. Support staff are skilled in managing pupils and provide effective help, especially in literacy and numeracy, due to good training and briefing. Strong attention is given to enabling pupils to articulate their thoughts and to widen their vocabulary. Pupils are often taught in small groups through specialist support or during class lessons, when trained assistants provide the support. Pupils make very good progress in speaking and listening throughout the school and good progress in reading and mathematics. There is insufficient emphasis on teaching the smaller steps in spelling and writing for pupils with special educational needs in Year 1.
18. Assessment is very good in Reception and used very well for matching pupils' learning to their needs, including those in literacy and numeracy. It is good overall in Year 1, with strengths in English and mathematics and for special educational needs. It is satisfactory in science, ICT and religious education. Marking is satisfactory. Systems are not consistent through the school, although good examples were seen in both year groups.
19. Homework is satisfactory. It is good for reading although more limited for writing and mathematics.

THE CURRICULUM

The school provides a good curriculum. It is very good in Reception and good, overall, in Year 1. There is very good enrichment through activities that extend pupils' experiences outside normal lessons. The school's accommodation and resources are very good.

Main strengths and weaknesses

- In Reception, the curriculum is rich and very well planned.
- Provision in English and mathematics is good overall in Year 1.
- The strong practical base to the curriculum enables pupils to learn from real experience.
- Good links across subjects make effective use of curriculum time.
- Not enough time is spent on developing spelling and handwriting in Year 1.

Commentary

20. There is a very good curriculum for Reception, with a very strong emphasis upon planning for children's personal development, so this underpins all areas of learning. The rich curriculum provided, including literacy and numeracy, prepares children very well for entering Year 1.
21. In Year 1 there is a good breadth of learning activities. The development of literacy and numeracy is rightly emphasised and overall, planning provides a good foundation for teaching the basics. However, plans for teaching spelling and handwriting do not secure the same systematic development. Outside visits and visitors bring a great deal of relevance to the curriculum. Such enrichment is often used for forging links between subjects. For instance, when Year 1 pupils visited the Natural History Museum, relevant links in reading, writing, science, history and design and technology promoted very good use of curriculum time. A key feature was that the skills in each subject were addressed and not diluted by these links. There is a good range of extra-curricular clubs, including music and sports clubs. The school plans and organises very good opportunities for musicians, artists and drama specialists to visit the school and work with the pupils and staff. Pupils also take part in musical events and, from the age of Reception, have opportunities for instrumental tuition from Kent Music. These enrichment activities are very beneficial in raising the pupils' attainment, self-esteem and confidence. The school has close links with its local church and visitors from other cultures greatly enrich the curriculum.
22. The school works hard to ensure that all pupils are included. It makes good provision for those pupils with special educational needs, who achieve well. Their difficulties are identified early in their school life and they are well supported by teaching assistants, who work closely and effectively with class teachers. The close monitoring of pupils' progress results in successful additional help, for example, in speech therapy, reading and personal development. Teachers' planning carefully takes into account the learning needs of different groups of pupils. However, there is occasionally not enough challenge in investigative science in Year 1 for more capable pupils. The school has identified there are a very small minority of gifted and talented pupils, although it is at an early stage of developing provision for them.
23. Accommodation and resources are very good and, overall, are used well to ensure that pupils learn from direct experience. The school provides an attractive and stimulating learning environment. The school grounds are used well to enhance learning in Reception. Aspects of the school grounds have recently been altered to suit the school's individual needs and this has slowed the school's progress in developing more fully this potentially very good resource for learning. More thorough

forward planning is needed for using the school grounds as a valuable resource for learning, especially for science and geography. Pupils' personal development is promoted very successfully through the day-to-day life of the school, their subjects and a very good programme for personal, social and health education.

Care, guidance and support

The arrangements for pupils' care, welfare, health and safety are satisfactory and adequately support pupils' learning. The provision of support, advice and guidance based on monitoring is good. The involvement of pupils in the school's work through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Staff always treat pupils with respect and take account of their views.
- The school is very caring and has good arrangements for child protection and first aid.
- There are good arrangements for the induction of new pupils.

Commentary

24. Staff show good concern for the needs of the pupils and are very good role models. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. In particular, parents feel that their children were well supported when they first came into the school. It is very apparent that the pupils trust the staff and are confident in going to them for help. The school actively seeks the views of the pupils. In particular, they are actively involved in creating the class behaviour code at the start of each term and in helping to design the playground. Their self-esteem is raised by the way they are praised by the staff and by the recognition of good work in achievement assemblies.
25. The arrangements for child protection are good. The headteacher ensures that all staff receive guidance on what to look for and what procedures to follow. The arrangements for first aid are good. There are risk assessments in place for various activities taking place within the school. The school holds regular liaison meetings with the contractors who are responsible for the site. The inspectors notified the headteacher and the governors of two health and safety issues that they noticed.
26. The procedures for monitoring pupils' academic progress and personal development make a good contribution to raising pupils' achievement. The Reception teacher maintains very good records of the children's progress in the different areas of learning. Assessment is good overall in Year 1, with strengths in English and mathematics. The school is vigilant in its monitoring of pupils' individual progress as they move through the school. However, the school is not keeping such a close eye on the overall proportions likely to reach and exceed the nationally expected levels at the end of Year 2. It is not constantly setting and resetting challenging targets to ensure standards are the highest possible at the end of Year 2. The school is developing 'can do' statements to enable the pupils themselves to assess what they have achieved so they are more active in evaluating their own progress. Reading records are thoroughly kept; parents are aware of the main success criteria in reading

and are encouraged to have a productive ongoing dialogue with the school about their children's progress.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents hold the school in high regard.
- The school provides a wide range of information about school life.
- The school has worked very hard and very effectively to establish itself in the community.
- Links with the community and other schools enrich pupils' academic and personal development.
- A significant minority of parents do not take advantage of all the school has to offer.

Commentary

27. Parents are very pleased with what the school provides. They consider that the staff are approachable and that they are well informed about their children's progress. The inspectors confirm that the arrangements for providing information are good. From the relaxed, informal conversations seen to take place during the inspection, it is apparent that parents are comfortable talking to the staff. The annual reports on pupils' progress in the summer term provide a good summary of what the children know and can do in each area of learning or subject, though they do not include targets for improving achievement.
28. In the short time that it has been open, the school has been very effective in its involvement of parents in their children's education. The headteacher and governors are fully aware of the need to constantly reach out to all the community of parents and carers so all parents can become true partners in their child's education. There is still work to be done to fully involve a minority of parents in this essential partnership. The pupils' reading records show that a significant number of parents ensure that their children read at home several times a week, although this is not the case for a substantial minority. A number of parents regularly help in school or on trips, although these do not yet represent the whole community of parents. Parents say they find the school welcoming and the curriculum and other evenings with the teachers are now often well supported. The Friends' Association works hard and effectively in its fundraising and social activities. The school actively involves parents in the formulation of school policies. It successfully canvasses their views by sending out questionnaires each year. Their comments on other occasions also lead the school to decide how to improve still further.
29. The headteacher, staff and governors have worked hard and very effectively to develop the school's involvement with the community. Relationships and links are now good and these enhance the pupils' learning well. A variety of visitors from the local area and further afield such as the police, a scientist (the 'bug man') and theatre company enrich pupils' academic experiences and their awareness of society. A football club runs after-school coaching that is well supported by pupils. The

headteacher is part of the action group to ensure the development of the heritage site adjoining the school. A local vicar visits regularly to take assembly. A group of older people are entertained at Harvest Festival and Christmas. A local business provides support. The efforts of the parents resulted in a thousand visitors to last year's Summer Fair. A secondary school provides specialist teaching in music and physical education. Links with the local cluster and consortium of schools enhance the teaching skills of the staff. The school is now well established in the community.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The leadership provided by the headteacher and the systems for managing the school are good. Leadership and management provided by senior staff, subject co-ordinators and governors are good.

Main strengths and weaknesses

- The good leadership and management of the headteacher have enabled this new school to make a good start.
- Governors work well to support and challenge the headteacher and staff.
- Staff are a close team and are fully committed to driving the school forward.
- A more fully comprehensive long-term improvement plan is now needed.

Commentary

30. Over the school's first two years, the headteacher has worked effectively to ensure that this new school provides a good quality of education to help pupils achieve well and develop an enjoyment of and excitement in learning. She has worked hard to establish all the necessary systems and procedures which ensure the school runs in a well-organised and efficient way. In particular, the headteacher has successfully established a friendly and welcoming ethos in which strong relationships between pupils and between staff and pupils flourish. In addition, she promotes a good working atmosphere for the staff, so that they are fully committed and keen to move the school forward in the best way possible.
31. Good planning and consultation have helped the school establish itself in a systematic, careful way so that a secure basis has been created to enable year-by-year expansion to the full primary age range to take place in a smooth and efficient manner. Starting as a new school has naturally meant that the main focus for strategic development has been the current year. However, the school has also been pro-active in seeking to define action plans for its curriculum development and other initiatives for the coming years. These plans have not yet been drawn together to create a comprehensive long-term, prioritised, strategic plan which shows a clear pathway of the school's educational direction for the future. The headteacher and governors are aware of this and that its focus is to be raising standards and achievement with suitably challenging numerical criteria for success.
32. Governors, many of whom are new to their role, have worked well and played a key role in ensuring that the school is set up properly. The school is fortunate to have a governing body that is led by a chair and vice chair who have a great deal of experience and expertise in leadership and management. This has helped, in particular, by ensuring that a firmly supportive partnership is promoted between the

staff and the governors. Governors critically appraise all areas of planning and development, are fully informed about and involved in the school's management and, thereby, have a clear overview of its strengths and weaknesses. The regular visits that many of them make, including sessions to observe lessons, also strengthen their overview further. Governors fully meet all their statutory responsibilities.

33. With staff fully and successfully engaged in the complex process of setting up new classrooms, the headteacher has wisely taken on the management of the bulk of the subject areas. She has provided a secure foundation for these subjects so they can be distributed amongst all teachers in the near future. Teachers currently lead and manage English, mathematics, the Foundation Stage and special educational needs well. The new teacher appointed for September has a special expertise in ICT, as well as primary teaching. This appointment is designed to increase the range of subject expertise in the school and also to enable subject responsibilities to be more evenly distributed.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	548,562	Balance from previous year	166,199
Total expenditure	539,488	Balance carried forward to the next year	175,273
Expenditure per pupil	9,144		

34. Finances are managed efficiently and the headteacher and governors are very careful to ensure that all spending is used in the best possible way. The budget carry forward from one year to the next is very high. However, this is a deliberate and logical strategy with the clear need to finance the heavy costs of expanding resources and facilities as the school grows.
35. Although the current expenditure per pupil is very high (mainly due to new school set-up costs), good leadership and management, good quality of education and good achievement of the pupils mean that overall the school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall attainment of the children on entry is below average because a substantial minority have below average or low-level speaking and listening skills and personal development. The management of provision for Reception is very good. The teacher and assistants work closely together as a very effective team, always striving for the very best for all of the children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

MAIN STRENGTHS AND WEAKNESSES

- Children's personal development is given high priority and this underpins all other learning.
- The children develop their love of learning because activities are relevant, practical and fun.
- There are excellent opportunities for children to develop independent learning skills.
- Adults have high expectations.
- All adults provide very good personal support for all children to do well, regardless of their starting point.
- The learning environment is very well organised, which helps the children to learn.

Commentary

36. The children are on course to reach the expected learning goals. Very good quality teaching enables all of the children to achieve very well, regardless of their starting point. Children are very well managed and this, together with the very good relationships between adults and children, enables children to develop a strong sense of security. Children's personal development is assessed very thoroughly and this information is excellently used to help all children adjust to school. By the end of Reception, children can successfully learn through purposeful play and small focused group activities, or through whole-class sessions. Children are mostly quite independent by the end of Reception. They select activities thoughtfully, sustain interest and evaluate how successful they have learned. There are excellent systems for encouraging pupils to take some responsibility for their own learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Expectations are high and are realised for children of all abilities.
- Very high quality practical, speaking and thinking tasks underpin children's learning.
- Children make a very good start in learning to read and write.
- Speech therapy sessions enable children with speaking difficulties to catch up.

Commentary

37. Overall, children are on course to reach their learning goals. Teaching and learning are very good and successfully link all areas of communication, language and literacy.

This enables all children to achieve very well. There is excellent provision for children to develop their speaking, listening and thinking skills. Each day, their world is filled with language that is developed through all areas of learning. Assessment is used very well to match work and play. The teacher ensures activities are very meaningful and steadily builds literacy skills throughout each lesson, as well as over time. For example, in an excellent literacy lesson, group activities were very well matched to children's prior attainment in speaking, listening, reading and writing activities, after the teacher read the story 'Mr Gumpy's outing'. These were built on most successfully during the plenary session. Here, the teacher made excellent use of interactive whiteboard technology when she asked the children to correct jumbled versions of sentences about aspects of the story. The children made rapid progress in gaining new reading skills and recognising words, because they had a real need to know. They also successfully applied their earlier learning. Whiteboard technology is also used excellently for enhancing literacy throughout the school day, for example, for self-registration at the beginning of the school day. Very well presented simple written signs around the classroom also encourage the children to see the purpose in reading. There is a very systematic approach to teaching reading with a good balance between whole-class, group and individual reading tasks. The key reading words are introduced very carefully. Phonics are very well taught and accurately matched to the range of ability. The teaching of writing is also very good. A small proportion of children who do not fully reach their goals in literacy need to be given extra support in Year 1 so these pupils have every chance of reaching expectations by Year 2.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Activities are practical and relevant to children's daily life.
- High quality resources are used to help children learn.
- Very careful planning ensures the steady build-up of skills within the lesson and over time.
- Assessment is usually used very well for matching children's work to their needs.
- Occasionally, during group work, the highest attaining children learn too slowly.

Commentary

38. By the end of Reception, children are on course to reach their early learning goals and a small minority are likely to exceed them in both number and shape. These higher attaining children are already achieving at the early levels of the National Curriculum. The quality of teaching and learning is very good and this leads to pupils' very good achievement overall. Children are provided with a wide range of practical activities for counting, matching and developing their understanding of number as well as shape. There are very good activities enabling children to learn through purposeful play and problem solving. During numeracy sessions, there is a good balance between whole-class and focused group learning. Plenary sessions build most effectively on earlier parts of the lesson. The school has identified a very small minority of gifted and talented children and keeps a close watch on these. However, occasionally, the highest attaining children are capable of harder work during group work. Those with

lower attainment on entry, including those with special educational needs are supported very well throughout.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are very good opportunities for children to develop their scientific investigative skills and knowledge.
- Role-play areas and practical tasks bring learning alive.

Commentary

39. Children are on course to reach their learning goals after achieving very well. The quality of teaching is very good. Children are inquisitive and develop their capacity for asking questions because the teacher constantly encourages these attributes and provides high quality learning experiences. Children develop their ability to observe, predict and to find out about living things, materials and the physical world. The children's interest and curiosity are encouraged through natural events such as the freezing of water and the melting of ice. The teacher creates a wealth of opportunities linked to the topics being studied. During a 'Journeys' topic, the children explored the underwater world through an excellent role-play area containing artefacts such as a treasure chest and the different fishes they had helped to create. Children develop their ICT skills well and make very good progress in developing their geographical understanding. During the 'Journeys' project they create, with the teacher, the various landscapes of different lands. For example, 'An ice mountain' is created through using real ice and a 'desert' using sand and realistic artefacts.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- There is very good teaching of imaginative movement through dance.
- There are very good opportunities for physical skills to develop through outdoor play.
- A wide range of practical activities enable children to develop their manipulative skills.

Commentary

40. Children are on course to reach the expected goals by the end of Reception. Children achieve very well because the quality of teaching is consistently very good. Activities are very well planned for the development of manual dexterity. Children often use chalk, crayons and paint brushes with proficiency and many have sound pencil control. They manipulate a wide range of construction kits and malleable materials. In a very good dance lesson, children showed satisfactory awareness of space. In response to Target Ted's task for them to create movements depicting underwater sea creatures, they demonstrated satisfactory co-ordination. A small minority of children are agile and are at least above average. Their needs are met. Planning for physical

education is very good. The outside area is well used and there is a good range of larger and smaller apparatus for children to use productively during play.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Excellent role-play activities underpin imaginative play.
- Opportunities for exploring colour, texture, shape and space in two and three dimensions are very good.

Commentary

41. Children achieve very well and, by the end of Reception, reach their learning goals. The quality of teaching and learning is very good. Rich experiences are provided, especially through role-play. Free-play activities are very well organised and encourage children to use their imagination as well. The excellent role-play areas, both indoors and out, enhance children's learning across the whole curriculum, but especially for their creative development. The 'building site' and large floor map encourage the children to create machines with moving parts and to play out the roles of workers they have often seen on the school site. The large climbing apparatus has been converted to a pirates' ship, enabling the children to take on roles of different story characters. Role-play is supported by quality dressing up clothes and artefacts. Planning is very good. Teaching assistants play vital roles in stimulating children of all abilities to imagine through role-play. Children are encouraged to make pictures and models with a wide range of different media and there is a good balance between skill teaching and stimulating children's ability to generate ideas.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching ensures that pupils achieve well in speaking, listening and reading.
- Pupils are given very good opportunities to write for different purposes.
- Weaknesses in spelling and handwriting slow down pupils' progress in writing.
- Computers are used irregularly in literacy lessons.

Commentary

42. By the end of Year 1, pupils reach average standards in English. Standards are average in speaking and listening, reading and writing. Their achievement is good in speaking, listening and reading, and there is satisfactory achievement in writing. Pupils with special educational needs achieve well. More capable pupils achieve well, although their achievement in spelling and handwriting is not as good as in the rest of their work in English.

43. A substantial minority starts school with low attainment in speaking and listening. Much emphasis is laid upon developing these skills. For example, pupils are encouraged to participate in discussion in all lessons. The Year 1 teacher is skilled in ensuring that all do so. Successful strategies, such as 'partner talk', have been established and are used in many situations, including assembly, to ensure that all individuals participate. As a result, pupils are generally keen and talk confidently in all situations.
44. The school also rightly recognises the need to consistently boost reading standards. It is successful in this aim because reading skills are well taught during the literacy hour, there is strong support for pupils with special educational needs and extra guided and individual reading sessions are provided on top of the daily literacy hour.
45. The school has placed the development of writing firmly in the spotlight too. It ensures that good provision for speaking and listening underpins teaching and learning in writing. This is clearly working very well, with many pupils producing an impressive amount of writing. The Year 1 teacher has been very effective in developing a 'have a go' attitude in the pupils. Consequently, most begin writing tasks without hesitation and are keen to put their thoughts down on paper. An exception to this was when, in one lesson, a few boys were slower to start their writing. Whilst pupils' confidence in writing blossoms during the year and the volume of work produced increases significantly, their spelling and handwriting skills do not improve enough. Many of the pupils show great potential for reaching above average standards in writing but weaker spelling and handwriting inhibit this. This is because the approach to teaching these skills is insufficiently structured and regular. The school recognises that continuity between Reception and Year 1 is vital. It is especially important for the few who have not yet reached the expected standards at the end of Reception if they are to achieve the nationally expected standards in Year 2. Overall continuity is good but weaker in writing.
46. The overall quality of teaching and learning is good. The Year 1 teacher plans well to ensure that tasks are provided to match precisely the different attainment levels of pupils, especially in speaking, listening and reading. Instructions and explanations are clear and she makes very good use of the interactive whiteboard to accelerate pupils' learning by giving them quick visual access to new ideas. The teaching assistant has a good relationship with all of the pupils, but occasionally is not fully and effectively deployed in the whole-class teaching sections of lessons. Pupils use computers too infrequently during literacy lessons.
47. The subject is well led and managed and the co-ordinator has worked well to ensure that she has a clear overview of how well the pupils are progressing. She has worked hard to ensure that planning is firmly established and that the school library and other resources are efficiently set up. However, there is insufficient planning for helping staff to address raising standards in handwriting and spelling.

Language and literacy across the curriculum

48. The co-ordinator ensures that wherever possible, opportunities to extend pupils' reading, writing, speaking and listening skills are fully promoted in different subject areas. This aspect is good, with pupils producing much writing in project booklets for history and in religious education. Pupils develop their subject vocabulary well in mathematics and science.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' overall achievement is good due to good teaching and learning.
- Good provision for pupils with special educational needs ensures they make good progress.
- Interactive whiteboard technology is used very well for helping pupils learn.
- Higher attaining pupils consistently achieve well in mathematics lessons but less well when applying mathematics to science.
- Occasionally, the work for average attaining pupils is set too high during group work.

Commentary

49. By the end of Year 1, standards are average. Pupils, including the more capable, achieve well because work is carefully planned so that all aspects of mathematics are linked and teaching and learning in numeracy are effective. Pupils with special educational needs make good progress because expectations are high and they are provided with the smaller steps for successful learning. There is no significant difference between the achievement of boys and girls. Pupils are well placed to reach above average standards by Year 2.
50. By Year 1, pupils are mainly working at average levels, although a minority exceeds this in all aspects of mathematics. Pupils often can at least add and subtract numbers to ten. A few higher attaining pupils understand place value in two digit numbers, although this is not yet secure for most pupils. Pupils are developing their ability to double numbers to at least ten and the more advanced can double numbers to 100. They competently explain their methods of calculating answers. The use of ICT in mathematics is satisfactory. The interactive whiteboard is used very well during whole-class sessions because pupils are given good opportunities for solving problems, are actively engaged in using the whiteboard and the work is very well matched to pupils' needs. Pupils' own use of computers during group work is satisfactory.
51. The quality of teaching and learning is good, overall. Strengths include the provision of more challenging work for more capable pupils, good use of practical resources for furthering understanding and good support for pupils with special educational needs. Assessment is thorough and used well to match work to the prior attainment of lower and higher attaining pupils. However, it is not always used as effectively for matching the work of average attaining pupils during group work. A strength is that pupils are very clear about their learning targets. Marking is satisfactory overall. Whilst there are some good examples, the same principles are not applied to all pupils' work. This prevents pupils fully understanding how best they can improve.
52. Subject management is good. The subject manager, who is a locally leading mathematics teacher, has very good subject knowledge and sets a very good example by her own quality of teaching. She has good opportunities for teaching alongside staff. There are good systems for monitoring planning, although the monitoring of teaching and learning has only just begun. The need to develop subject managers' monitoring roles, now the school is expanding, has been identified in the School Improvement Plan.

Mathematics across the curriculum

53. The use of mathematics in other subjects is satisfactory. Mathematics is generally used satisfactorily in science and design and technology. However, planning does not

enough include activities for more capable pupils to use more advanced mathematics in science.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The strong emphasis on practical work makes science relevant to everyday life.
- Pupils with special educational needs make good progress.
- There are not enough opportunities for more capable pupils to learn at higher levels in investigative science.

Commentary

54. By the end of Year 1, standards are average. Pupils' achievement is satisfactory. It is good for lower attaining pupils, including those with special educational needs, and satisfactory for average attaining pupils. It is satisfactory overall for more capable pupils but there are weaknesses in investigative science where there is rarely enough challenge for them. There are no significant differences between the achievement of boys and girls.
55. Pupils' investigative skills are satisfactory. Pupils observe well and carry out simple tests. However, there is little attainment at higher levels. There are few opportunities for more capable pupils to solve problems, suggest ideas for how they might find out, make simple predictions, collect and record evidence using mathematics or begin to draw conclusions. Pupils have a satisfactory depth of scientific knowledge.
56. Teaching and learning in Year 1 are satisfactory. There is good planning for ensuring that practical work underpins the learning of scientific knowledge. Pupils are very well managed throughout the lesson, for example, when they investigate how objects move through pushes and pulls. Sound planning ensures lessons systematically build pupils' knowledge over a series of lessons. However, medium and shorter term planning does not show enough details of the specific investigative skills being taught or the levels at which they are taught. This prevents the teacher being constantly aware of which enquiry skills are being taught or the levels at which they are taught. Teachers' subject knowledge is satisfactory.
57. The use of literacy, mathematics and ICT within science is satisfactory. However, the same mathematics tasks are often provided for all pupils, regardless of their ability. This holds higher attaining pupils back and tasks are sometimes too hard for lower attaining pupils.
58. Subject leadership and management are satisfactory. The co-ordinator assists with planning and has monitored teaching. Planning contains a good balance of practical tasks, which build pupils' knowledge over a series of lessons. However, there is not enough longer or medium term planning for the full development of pupils' enquiry skills. There has not yet been any substantial training in science. Assessment procedures are satisfactory, but need clarifying for investigative science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils show enthusiasm for the ICT work they do.
- The Year 1 teacher has confident subject knowledge.
- Very good use is made of the interactive whiteboard.
- The organisation of computers and software does not fully support teaching and learning.
- ICT is insufficiently used to support work in English.

Commentary

59. A lesson observation in Year 1, discussions with pupils and the scrutiny of work on display shows that pupils currently reach average standards by the end of Year 1. Photographic evidence of pupils programming a floor robot showed that they have gained a sound understanding and much enjoyment from the activity. This enjoyment was also noted in the lesson seen where pupils showed remarkable concentration as the teacher explained how to use the facilities within a word processing program. Individuals were keen to make suggestions and ask questions.
60. Teaching is satisfactory. In the Year 1 lesson seen, the teacher's good subject knowledge resulted in explanations being succinct, clear and interesting. All of the pupils gained a solid understanding of how to use the various icons and menus within the demonstrated program. However, the follow-up task only provided an opportunity for six pupils to pursue the elements taught as the program used was not available on the school's range of laptop computers. The school is currently upgrading its facilities to overcome such problems in the future. The Year 1 teacher made good use of the interactive whiteboard and involved pupils well in demonstrations. The whiteboard is very well used in English and mathematics lessons. The use of this facility also plays a big and beneficial part in many of the pupils' classroom activities, including first thing in the morning, when they use it to 'self register' as they arrive at school. The frequent and familiar use of this equipment is ensuring that pupils see the relevance of ICT as a natural tool for learning as well as firmly embedding ICT skills in pupils' general understanding.
61. The management of ICT is satisfactory. Systems and resources are being carefully considered and built on to ensure they will give the best support to teaching and learning as the school grows in size. For example, one brand of laptops is currently being trialled to check if these resources will suit classroom needs.

Information and communication technology across the curriculum

62. The use of ICT across the curriculum is satisfactory overall. Occasionally there is good use of computers for researching information in other subjects. For example, after a class visit to the Natural History Museum, pupils used the associated Natural History Museum website to check for further information. Pupils also develop appropriate skills to present text attractively. However, the limited range of examples seen of pupils' use of ICT in English, and the missed opportunities to use ICT, in some lessons observed show that the scope for fully utilising ICT resources is not yet realised.

HUMANITIES

63. No lessons were seen in **history** and **geography** and it is, therefore, not possible to judge the quality of provision in these subjects. However, the planning seen and some samples of pupils' work show that these areas of the curriculum are given good coverage. A display of photos shows that the **history** curriculum is well enriched by visitors to the school who, in this case, gave pupils the chance to dress up in Victorian costumes and examine and use some of the items available in those times. Pupils were clearly very interested in the process of carpet beating, as opposed to the modern approach of using a vacuum cleaner. Work in **geography** is much enhanced through visits. Good use is being made of the school grounds and immediate locality for mapwork activities and local surveys.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Good teaching helps pupils to achieve well.
- The school has a good range of resources which support teaching and learning.

Commentary

64. Work samples viewed and a lesson observed show that pupils reach the levels expected in the locally agreed syllabus. In the lesson seen, Year 1 pupils gained a satisfactory understanding about some of the teachings of Jesus. They learned about the origins of the fish symbol and what this means to Christians. The teacher linked the work effectively with art and design by getting pupils to make their own fish symbols with clay. The theme was later well reinforced by the headteacher during a school assembly. The good lessons seen showed that the teacher had good subject knowledge, which gave her the confidence and competence to teach well. As a result, she provided clear explanations of religious ideas from the Bible. She was assisted well by the class teaching assistant, who also presented pupils with interesting information and showed them a range of fish symbols worn as necklaces or kept as ornaments. Some pupils were quick to observe that the symbol is sometimes seen on the back of cars. Pupils achieved well in the lesson, gaining a solid grasp of more difficult ideas such as the use of religious metaphors, for instance, where Jesus referred to the disciples as being 'fishers of men'.
65. Subject leadership is satisfactory. The subject manager has ensured that suitable planning has been established, has set up good links with the church and ensured that a good range of resources are available to support learning in this subject. Further enrichment of the religious education curriculum is planned to include people from different faiths, such as ladies from a local Moslem association, coming to the school to talk to the pupils. These aspects of the work, including the pupils' learning about Diwali celebrations, are also effective in furthering pupils' spiritual and cultural awareness.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. No lessons were seen in design and technology, art and design, music or physical education. In addition to observing lessons, inspectors spoke to subject managers and

to pupils and looked at pupils' work from last year in design and technology and art and design.

67. It was not possible to make a judgement about overall provision in **art and design or design and technology**, although examination of pupils' previous work and the teacher's planning indicated pupils are provided with a broad curriculum in both subjects. A good range of materials is used in each subject. All evidence shows that both subjects are a regular feature of the curriculum and that statutory requirements are met. Pupils' work with artists from the community boosts art and design provision. Pupils' drawings are often of a good quality. However, there was little evidence of higher attainment in design and technology. When pupils design and make pictures with moving parts there are good links with science, for example: 'pushes and pulls', but pupils do not apply their art and design skills so well.
68. In **music**, planning shows that the full National Curriculum is being covered and that statutory requirements are being met. Effective use is made of experts from the local education authority's peripatetic music service for providing skilled teaching of instruments, including piano, violin and guitar. Pupils follow a suitable music curriculum and resources are good. Most pupils achieve a satisfactory standard of singing in assembly. The school makes very good use of local musicians for enhancing the pupils' musical appreciation and a brass ensemble and a string quartet have performed in the school. All evidence suggests that music is given a high profile.
69. The school places a strong emphasis on enhancing the **physical education** curriculum. As well as twice weekly lessons in Year 1, pupils are given opportunities to be involved in a wide range of extra sporting activities, many of which are provided through the school's strong links with the local community. These include: representatives of Charlton Football Club, who come to the school to give boys and girls regular after-school coaching sessions; a specialist dance teacher who has provided coaching sessions; and pupils having 'Don't Sit Get Fit' sessions. Good links with the secondary school sports co-ordinator also promote the school's sports programme. Links with parents are well promoted by the school's involvement in a scheme to provide extra physical activities sessions for parents and children together.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

70. No direct teaching of personal, social and health education was seen during the inspection. As a consequence, it is not possible to report upon provision. Nevertheless, this is a very important part of the school's work and the well-planned curriculum in this area makes a very effective contribution to the very good behaviour and very positive attitudes of pupils. The school is doing much to promote the pupils' awareness of healthy eating and the importance of keeping fit, for example, through the 'Don't Sit Get Fit' programme. It is also successfully reaching out to parents in its promotion of a healthy lifestyle.
71. School staff teach following a well structured programme, which begins in Reception. This includes a strong emphasis upon children learning to take responsibility for their own learning and recognising their own feelings and those of others. During the course of each day, the school provides very good opportunities for pupils to develop self-esteem as well as their confidence. These are furthered when visiting drama specialists present the 'Walk Tall' programme. There are good opportunities for pupils to make some decisions for themselves and to work in small teams. Relevant age-

appropriate information relating to sex and relationships education and drugs awareness education is included in the curriculum. The school has a very caring ethos. Adults in school are very good role models and have high expectations of behaviour. They place a strong emphasis on developing pupils' personal skills, which provides a very good foundation for all other learning.

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	8
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3

The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7); does not apply to the school (8).