

INSPECTION REPORT

PRINCES PLAIN PRIMARY SCHOOL

Bromley

LEA area:

Bromley

Unique Reference Number:

101600

Headteacher:

Mrs. Pam King

Reporting inspector:

Mrs. Janet Gill 18706

Dates of inspection:

20th to 23rd September, 1999

Under OFSTED contract number: 706588

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
Type of control:	County
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Church Lane Bromley Kent BR2 8LD
Telephone number:	0181 462 2443
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mrs. Hazel Harris
Date of previous inspection:	26 – 29 th February, 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Janet Gill Registered inspector	Special educational needs English Physical education	Attainment and progress Teaching Leadership and management
Pamela Goldsack Lay inspector	Special educational needs (support)	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Kevin Wood (Core) Team inspector	Equal opportunities Information technology History Geography	Curriculum and assessment
Roger Purdom Team inspector	Science Music Religious education	Pupils' spiritual, moral, social and cultural development Efficiency of the school
Julie Moore Team inspector	Under 5's Mathematics Design and technology Art	Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- . The ethos of the school is excellent.
- . The quality of teaching is good overall. Teaching in nearly 20 per cent of lessons was very good or excellent.
- . Relationships within the school are very good.
- . Pupils make good progress overall. The school surpassed its targets for improvement in the 1999 National tests in English, mathematics and science for eleven year olds.
- . The management and provision for special education needs are very good, and pupils with learning difficulties make very good progress, especially in English and mathematics.
- . Children in the Nursery receive a broad curriculum and make a positive start to their education.
- . Pupils have good attitudes to their learning, and behaviour is good.
- . There are very good procedures to monitor progress, personal development, discipline, behaviour and attendance.
- . Teaching and support staff are deployed very effectively.
- . Leadership and management are very good. The Headteacher is a very effective leader.
- . Financial control and school administration are excellent
- . The school provides good value for money.

Where the school has weaknesses

- . The full National Curriculum for information technology is not currently being taught.
- . The Governing Body does not meet statutory requirements in the information it publishes in the prospectus and annual governors' report to parents.
- . The junior library is uninspiring and little used.

The strengths of the school outweigh its weaknesses, which will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good progress since the last inspection in 1996 and is better than it was, and well placed to continue making improvements. Targets have been set to assist the school in continuing to improve standards. The school has been successful in greatly improving the quality of teaching. In the last inspection 75 per cent of teaching was satisfactory or better, with 25 per cent of teaching being unsatisfactory. During the present inspection 98 per cent of lessons were satisfactory, with 65 per cent being good, very good or excellent. Only two per cent of teaching was unsatisfactory. Since the last inspection children in the Early Years have a wide and varied curriculum which includes the full range of early science activities. Although assessment to inform the next stage of teaching is now satisfactory, there is still some inconsistency in marking and in identifying assessment opportunities in short-term planning. The match of work to pupils' ability is now good in the majority of classes, particularly for those pupils with special educational needs. However, in a few literacy and numeracy lessons, work that was given was either too easy or too hard, which meant that a few children could not be independent during group sessions. The teaching of investigational work in mathematics has been tackled well, and is now good throughout the school. The role of the subject co-ordinator has been developed well in English, mathematics and science. Co-ordinators have good opportunities to monitor both teaching and curriculum development. This has had a positive impact on standards as seen by the very good results in the 1999 National tests. The school has yet to extend more formal opportunities to all co-ordinators. The roles of the Headteacher and senior management have been reviewed and responsibilities more widely distributed, including those of the Deputy Headteacher. The Special Infant Unit has been moved to a smaller room since the last inspection. The Unit is very successfully integrated, when possible into the main school.

Standards in subjects

The table shows the standards achieved by 11 year-olds in 1998, based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<i>Key</i>	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
English	C	B		
Mathematics	C	B		
Science	D	C		

The information shows that when pupils left school in 1998 their attainment was average in English and mathematics and below average in science. In comparison with that in similar schools, attainment was above average in English and mathematics and average in science. The results for 1999 were very impressive and had exceeded the targets set for each subject. The improvements were particularly good for those pupils with special educational needs, as many attained Level 4 in the National tests. In information technology, standards are in line with national expectations, although some aspects of the subjects are not taught to a satisfactory level. In religious education by the end of Key Stage 2, pupils attain a level of understanding that would be expected for their age, according to the Locally Agreed Syllabus. Progress is good overall. It is sound in Key Stage 1, as good progress is maintained from the Reception class, and accelerates in Years 5 and 6. Pupils with special educational needs make very good progress.

Children enter the Nursery with skills that are well below average. They make good progress, although, by the age of five, their attainment in language and literacy, mathematics, knowledge and understanding of the world and creative development is still below average. In physical, personal and social development many children reach the standard expected for their age.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Overall good	Overall good

The quality of teaching is good overall. In ninety-eight per cent of lessons observed, teaching was satisfactory. Of these, sixty-five per cent were good or better. A small number of excellent lessons were seen. Only two unsatisfactory lessons were seen (at Key Stage 2). The range of grades in the Early Years and Key Stage 1 was between two and four, and in Key Stage 2 between one and five. The overall quality of teaching in English, mathematics and science was good. Excellent teaching was seen in English and mathematics at the top of Key Stage 2. This contributes to pupils' good progress and the very good progress made by pupils with special educational needs.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory;

unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour in the school is good. Pupils support the school rules and respond well to the school's high standards and positive approach to discipline.
Attendance	Pupils' attendance is good and reflects their positive attitude towards coming to school. Lateness continues to be a problem among a small minority of pupils.
Ethos*	The ethos is excellent and reflects the aims and values of the school. There are very good relationships at all levels, positive attitudes and an effective learning environment where all individuals are respected and valued. The school is committed to raising standards further.
Leadership and management	Leadership and management are very good. The Headteacher provides very effective leadership and has a clear educational vision, which is strongly supported by the Governing Body and all the staff. The senior management team is more effective now, with responsibilities being more widely distributed. Subject co-ordinators are now more involved in monitoring both teaching and the curriculum. The Governing Body is not meeting all statutory requirements.
Curriculum and assessment	The school provides a broad curriculum with a satisfactory balance. The National Literacy and Numeracy Strategies are being well implemented. The full requirements of the National Curriculum for information technology are not being met. The curriculum for children under five is good. Assessment procedures are good in English, mathematics and science. Marking is variable in some classes.
Pupils with special educational needs	Provision for pupils with special educational needs is very good. The quality of support, particularly in English and mathematics, helps them to make very good progress. Organisation and management are very efficient both in the school and in the Special Infant Unit.
Spiritual, moral, social & cultural development	Very good moral development is well supported by an effective behaviour policy and assemblies. Provision for pupils' spiritual and social development is good. Provision for cultural development is satisfactory overall. Personal and social development is promoted well in the Early Years.
Staffing, resources and accommodation	Teachers and support staff are very well deployed. Their skills and experience are used effectively for the benefit of the school community. Accommodation is satisfactory for the delivery of the National Curriculum, and resources are used well to support learning.
Value for money	The school provides good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the School	What some parents are not happy about
<ul style="list-style-type: none">.Staff are very approachable and make parents very welcome..There are regular newsletters..The school is a happy, friendly, caring place..The school does a lot to build confidence..It looks after the children well and promotes good values and attitudes..Pupils behave well, show respect for the school rules and are orderly and sociable..Children enjoy going to school.	<ul style="list-style-type: none">.Parents would welcome more information about the work their children will be doing..The amount and quality of homework are inconsistent..Pupils' end-of-year reports meet requirements but vary in quality.

Inspectors' judgements support parents' positive views. Overall information to parents is unsatisfactory and does not meet statutory requirements in the prospectus and governors' report to parents. Although information regarding the curriculum is satisfactory, it would be helpful for parents to know what their children are learning, in order to support them more fully at home. The overall quality and quantity of homework given are good and used well to support and extend learning, although there is some inconsistency in some classes. Pupils' end-of-year reports do vary in quality. The best clearly reports on pupils' strengths and weaknesses over the year in each subject. Others are too descriptive and inform parents of what has been covered in lessons.

KEY ISSUES FOR ACTION

In order to improve standards further the Headteacher, governors and staff should:

- ensure that the full information technology curriculum is taught by:
 - providing appropriate training to staff, to ensure that they all have the confidence to implement the full requirements for information technology;
 - ensuring suitable equipment is available to enable all aspects of control and monitoring to be taught;
 - incorporating the intended use of software across the curriculum, in particular, mathematics, science, history and geography;

(Paragraphs 31, 53, 109,110)

- ensure that statutory requirements are met by the Governing Body:
 - in the information it publishes in the prospectus and annual governors' report to parents;
 - by establishing procedures for the Governing Body to meet legal requirements in its responsibility for health and safety;

(Paragraphs 47, 49, 53)

- improve and ensure greater use of the junior library by:
 - improving the learning environment, so that the library is of the same high standard as the rest of the school;
 - reviewing the quality of books and discard those that are out of date;
 - teaching pupils appropriate classification skills in order that they will be able to locate books, both fiction and non-fiction;
 - enabling pupils to be more independent and undertake their own research in the library.

(Paragraphs 9, 20, 61, 62, 67, 83)

In addition to the key issues above, the following less important areas should be considered for inclusion in the action plan:

- continue to develop the role of the Governing Body in order for it to play a full part in the strategic management of the school;

(Paragraphs 53, 57)

- ensure that all subject co-ordinators have the opportunities, when appropriate, to monitor teaching and curriculum development;

(Paragraph 54)

- continue to emphasise to parents the importance of children arriving at school promptly;

(Paragraphs 22, 45)

- extend opportunities for pupils to develop independence and responsibility;

(Paragraphs 20, 27, 96)

- ensure that all staff are consistent in their marking of pupils' work and make greater use of day-to-day assessment to assist short-term curricular planning;

(Paragraphs 30, 37, 88, 104, 122)

- inform parents more fully about what their children are learning at school, and ensure that all end-of-year reports clearly states pupils' strengths and weaknesses.

(Paragraph 49)

INTRODUCTION

Characteristics of the school

1. Princes Plain Primary School is situated in the London Borough of Bromley. The school is in a semi-rural area and mainly serves the Turpington Lane estate on Bromley Common. The area is recognised as having significant social deprivation. The socio-economic background of pupils who attend the school is below average. The vast majority of children come from the estate and few from the residential housing nearby. At the time of the last inspection, approximately 80% came from the locality, and 20% travelled from further afield.
2. The number on roll has risen since the last inspection, from 279 to around 303. The pupils are all accommodated on one site, with a further 33 children in a separate Nursery building. The school is bigger than the average size for a Primary School and organised into ten classes, together with morning and afternoon classes in the Nursery. In addition there are four children in the Special Infant Unit. There is now a one and a half form entry. In Key Stage 2 there are four classes, comprising Year 6, Year 5, Year 4 and Year 3 pupils of average and above-average ability for the school population. There are two further classes with lower-ability pupils from Years 5 and 6 and Years 3 and 4, who have extra teaching support. In Key Stage 1, there are four classes, one each for Year 1 and Year 2, and two mixed classes, Year 1 and 2 and Year 1 and Reception. About 53 per cent of the school's pupils are boys and 90 per cent are of white ethnic origin. About four per cent of pupils are from homes where English is not the first language. The main languages represented are Bengali, Bajuni, Spanish and Turkish. Nearly forty-three per cent of full-time pupils in Reception to Year 6 are eligible for, and claim, free school meals, a figure which is above the national average. 33 children attend the Nursery part time and four are at present in the Special Unit. Thirteen (nearly four per cent) pupils have local education authority Statements of Special Educational Needs and 151 full time pupils (44 per cent) have been identified as having learning difficulties at Stages 1 to 5 of the Code of Practice. Attainment on entry in the Nursery is well below average, especially in the areas of personal and social, language and mathematical development. By the age of five, pupils who have had experience in the school's Nursery show below-average attainment, especially in English and mathematics.
3. The school has wide-ranging and ambitious aims that refer to both academic as well as personal development. The school has high expectations of the pupils and celebrates achievement at all levels. The overall aim is to help children develop into mature, adjusted adults who will be able to take a responsible place in society and fulfil their potential.
4. The School Development Plan for 1999 to 2002 is very comprehensive and incorporates targets for all subjects and areas of the school's work. The plans include raising the baseline entry of the children entering the Reception class and refers to meeting the school's attainment targets in literacy, numeracy and science. In the 1999 tests the pupils, including those with special needs, surpassed the targets in the Key Stage 2 National Tests.

Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	25	26	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	19	20	20
	Girls	18	19	20
	Total	37	39	40
Percentage at NC Level 2 or above	School	73	76	78
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	22	24	26
	Girls	21	20	22
	Total	43	44	48
Percentage at NC Level 2 or above	School	84	86	94
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	29	19	48

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	16	17	18
	Girls	10	9	8
	Total	26	26	26
Percentage at NC Level 4 or above	School	57	57	57
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	18	19	21
	Girls	14	13	11
	Total	32	32	32
Percentage at NC Level 4 or above	School	67	67	67
	National	65	65	72

Attendance

Percentage of half days (sessions)

Missed through absence for the latest complete reporting year

		%
Authorised Absence	School	4.5
	National comparative data	5.7
Unauthorised Absence	School	0.7
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	2
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	19.0
Satisfactory or better	98.0
Less than satisfactory	2.0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. Children join the Nursery with well below-average skills, particularly in social, language and mathematical development. Good progress is made, but their attainment is below the standard expected for their age when they transfer to the Reception class. It is still below the expected standard by the time they are five in language and literacy, mathematics, knowledge and understanding of the world, and creative development. Many children reach the standard expected in their personal and social development and in physical development. The overall attainment of the children when tested using the baseline assessment is below the borough's average. The inspection findings would agree with these results.
6. In the National Curriculum tests in 1998 for seven-year olds, the percentage of pupils attaining the expected Level 2 in reading and writing were 73 per cent and 76 per cent respectively. This is well below the national average in reading and close to the average in writing. In mathematics 78 per cent of pupils reached the expected Level 2, which is close to the national average. In comparison with those in similar schools, results were below average in reading, above average in writing and average in mathematics. Teachers' assessment of pupils' attainment in science at Level 2 was above the national average, and well above the level attained in similar schools. In the 1999 National tests, pupils performed at similar standards in writing, mathematics and science, but not so well in reading. The school is aware of the need to improve reading and has set higher targets for 2000, based on the teachers' records of the pupils. The decline is associated with the number of extra pupils with special educational needs. Evidence from the inspection show there to be a gradual improvement in reading standards. However, pupils are still performing at just below the national average. The results indicate that boys' attainment is very similar to that of the girls.
7. In the 1998 National tests for eleven year-olds, 54 per cent of pupils attained Level 4 or above in English, mathematics and science. This is in line with the national average for English and mathematics and below average for science. In comparison with those in similar schools, results were above average in English and mathematics and average in science. In 1999 in the National tests the school surpassed its target of 70 per cent in each subject. The numbers reaching Level 4 were 76 per cent in English, in mathematics 73 per cent and in science 89 per cent. The school attributes this great improvement to the reorganisation of the juniors four years ago, when pupils were placed in classes of similar ability. Where pupils were of lower ability or had special educational needs, extra teachers worked with the class teachers to support the pupils for the core subjects. Extra support, the structure of the literacy hour and high-quality teaching for the less able pupils ensured that very good progress was made. Consequently, many of the pupils with special needs gained Level 4 in the tests. The school has again set high targets for 2000 and intends to monitor the progress of the pupils and provision very carefully to ensure that targets are met. The performance of boys is above the national average whilst that of girls is below.
8. Pupils throughout the school with special educational needs are making very good progress in relation to prior attainment, particularly in their English, which then helps support learning in other subjects. Realistic targets are set and reviewed regularly. This very good progress is linked to the effective support pupils receive. Pupils in the Infant Unit are observed regularly to check whether they are making sufficient progress in acquiring and consolidating skills. Pupils for whom English is a second language make equally good progress and achieve standards similar to their peers.
9. The inspection findings show that standards of attainment in English at the end of Key Stage 1 are just below average, and at Key Stage 2 they are in line with the national average. Speaking and listening skills throughout the school develop satisfactorily. Pupils listen well, respond confidently to questions and build on other pupils' contributions in discussions, although some children have poorly developed skills in speaking and have a limited vocabulary and poor articulation. Attainment in reading is below average in Key Stage 1, progress accelerates towards the end of Key Stage 2, and standards reach the national average. Pupils develop a range of strategies to help them tackle unknown words and use contextual clues

to establish the meaning of the text. Their skills in using dictionaries develop satisfactorily. Pupils are not taught library skills systematically and therefore do not know how to use classification systems. Attainment is in line with the national average for both key stages in writing. Pupils have experience of writing for different purposes across the curriculum. Handwriting is usually neat, legible and consistent in size, although a few older pupils still print at times. Pupils' use of spelling, punctuation and parts of speech are usually correct.

10. Standards of attainment in mathematics at the end of both key stages are average. Progress is good overall at Key Stage 1, with pupils making satisfactory progress in lessons and good progress over the key stage. At the end of the key stage pupils have a secure understanding of place value, use standard and non-standard units when measuring and use a range of strategies to answer mental questions correctly. Good progress is made by pupils at Key Stage 2, both in lessons and over time. At the end of Key Stage 2 most pupils are competent in the four rules of number, working confidently up to 1000. They multiply and divide whole numbers and decimals, add and subtract negative numbers and create graphs and extract information they require.
11. Pupils are able to use their literacy skills well to read and write for a range of purposes in other areas of the curriculum. Key Stage 1 pupils develop their speaking and listening skills in discussions, write prayers for Harvest, label diagrams in design and technology and word-process work. Pupils in Key Stage 2 use information books in other subjects, write letters and records of science investigations and use the computer to write for a variety of purposes; for example, an account of an interview with Howard Carter in History. Numeracy is well developed across the curriculum as well as in mathematical lessons. Numeracy skills are used to record temperature and weather data, measure and calculate the correct length and width of their materials in design and technology and prepare graphs and charts to record findings in science.
12. Standards of attainment in science at the end of both key stages are in line with the national average. Progress is satisfactory in Key Stage 1. It accelerates to being good by the end of Key Stage 2. By the end of Key Stage 1, pupils can sort materials, understand their properties and describe their uses. They make observations, with good understanding using scientific vocabulary. They describe simple features of living things and understand the basic concepts of electricity, using simple circuits and light bulbs. By the end of Key Stage 2 they have developed their investigative skills and carried out experiments on evaporation, and reversible and irreversible changes. They are able to talk about their investigations with confidence and accuracy. They understand how light and sound travel, learn about the range of forces and continue to learn about electricity, looking at both series and parallel circuits.
13. Progress made in information technology is sound throughout the school. Standards meet expectations by the time pupils are seven and eleven. However, pupils do not have sufficient opportunities to develop all the required skills, particularly in the areas of control and monitoring. By the end of Key Stage 1, most pupils use the mouse and keyboard with increasing skill to communicate their ideas in pictures and test their sound and letter recognition. By eleven, pupils' keyboard skills and use of computers for word processing enable them to use their skills in other subjects; for example, in an account of the work of the steel band. They enhance the work by introducing graphical and photographic images. When studying the Romans or Greeks, pupils use a CD Rom for research purposes.
14. By the end of both key stages pupils' attainment is in line with the expectations of the Locally Agreed Syllabus. Pupils make satisfactory progress at both key stages in acquiring skills, knowledge and understanding as set out in the syllabus for religious education and reach the standards expected. At both key stages pupils gain a knowledge and understanding through learning about the world's major religions, in addition to Christianity. By the end of Key Stage 1 pupils can explain the meaning of Christmas and Easter and know about the stories Jesus told and how they relate to everyday life. They begin to learn about key people in other religions. Older pupils in Key Stage 2 consolidate their knowledge gained during Key Stage 1. They learn about the Bible and other special books from other religions, in particular the Qur'an and Torah. Stories from these books are used to explore questions of good and evil. The religious education curriculum makes a very good contribution to the spiritual, moral, social and cultural development of all pupils.

15. In other subjects at both key stages pupils attain standards expected for pupils of a similar age. Pupils' progress is satisfactory at both key stages in geography and at Key Stage 1 and in Years 3 and 4, with good progress in Years 5 and 6 in art, design and technology and physical education. Progress in history and music is good at both key stages.
16. Teachers plan appropriately challenging work for pupils of different abilities, particularly in the core subjects. This means that the lower-attaining pupils make very good progress and achieve good standards. In the lessons and work seen, the inspection team did not identify any differences in the progress and attainment of boys and girls. Taking into account the very low base at which the children enter the Nursery, by the time they leave the school at eleven, pupils have made very good progress and overall attainment matches that seen nationally.

Attitudes, behaviour and personal development

17. When children start school in the Nursery their personal and social development is poor. Many children lack confidence, independence and self-esteem. Personal and social development is given a high priority and it is not long before children work independently, concentrate on their activities and behave well. Very good progress is made, and many children reach the standard expected by the time they are five. Pupils across the school display a good attitude toward their work and are willing learners. They show a lot of interest and maintain good levels of concentration. A good example of pupils working productively was seen in a Year 5/6 English lesson when pupils organised their work independently and showed keen interest in 'Macbeth.' Pupils' enthusiasm for learning is evident in the high level of participation in extra-curricular clubs.
18. The behaviour of pupils is good and this has been maintained since the last inspection. They support the rules in place and respond well to the school's high standards and positive approach to discipline. The school has a calm, purposeful atmosphere. Pupils enjoy breaks and lunchtime in an orderly and sociable manner. The complementary relationship between good teaching and good behaviour was evident throughout the inspection. There have been two exclusions for poor behaviour during the last reporting year.
19. Relationships within the school are very good. Pupils and teachers are able to communicate in an atmosphere of trust. The Headteacher plays a leading role in placing a high value on the importance of listening. This was seen consistently in lessons and in assemblies and helps to support attainment very well. There were many good examples observed when pupils worked together, confidently expressing their own opinions and encouraging others to contribute their views. In a thoughtful religious education lesson older pupils made excellent use of correct vocabulary in discussing prayer and its place in Islam. There is a very high degree of racial harmony.
20. Overall, personal development is satisfactory. Homework contributes well to attainment and progress. Pupils are able to follow directions, conduct successful experiments in science and solve problems in mathematics. However, some pupils are too reliant on teachers and classroom assistants. This has a negative effect on the group work in literacy and numeracy as these pupils find it difficult to work without the direct support of an adult. Prefects in Year 6 are to be commended for taking their roles seriously. Yet there is too little provision for independent use of the library and few opportunities for pupils to display initiative and assume more responsibilities as they move from Key Stage 1 to Key Stage 2.

Attendance

1. Pupils' attendance is good and reflects their positive attitude toward coming to school. The current rate of attendance is 95% and this is marginally better than the national average. This is similar to the rate at the last inspection. The good rate of attendance has a positive effect on pupils' attainment and standards. There has been an improvement recently in the rate of unauthorised absence, and the school's figure is now nearly in line with the national rate. Class registers are marked carefully and comply fully with legal requirements.

2. Registers are called promptly and lessons begin on time There continues to be a problem with persistent lateness among a small minority of pupils. There has been little improvement since the last inspection in 1996. This has a negative effect on pupils' attainment and progress. The school works continually to encourage parents to follow school policy and bring their children to school on time in the morning.

QUALITY OF EDUCATION PROVIDED

Teaching

3. The quality of teaching is a strength of the school and makes an important contribution to standards of pupils' attainment and progress. The overall quality of teaching is good throughout the school. Teaching is satisfactory or better in 98 per cent of lessons, of which 46 per cent are good and 19 per cent very good or excellent. Only two unsatisfactory lessons were seen, both in Key Stage 2. In the Early Years the majority of lessons observed were good or very good, whilst in Key Stage 1 just over 40 per cent were good or very good. In Key Stage 2, 70 per cent of lessons were good, very good or excellent. Five lessons observed in the upper school were excellent. In the 1996 inspection report, the quality of teaching was judged to be satisfactory or better in 75 per cent of lessons. The school has very effectively improved that position.
4. The overall quality of teaching for the Under Fives is good, with several lessons judged to be very good. This has a positive impact on the children's achievement and progress. Significant factors in the good progress children make are the very effective working relationships of the staff and effective use of detailed assessments which are used to plan the next stages in learning. Work is carefully planned around the desirable outcomes for learning for the age group, successfully moving into the National Curriculum as the children reach their fifth birthday. Teaching in the Reception class, in which there are children under the age of five, is good and at times very good. The Reception class teacher successfully builds on the good start in the Nursery, continues to promote confidence in learning and encourages children to be confident to speak in whole-class discussions. She successfully promotes an enjoyment of books.
5. The quality of teaching is good throughout the school in English, mathematics and science. Some teachers are well trained in this area, although there are some that lack confidence. The school has identified in the School Development Plan that staff will require training to use a range of equipment with confidence and understanding. The teaching of religious education is satisfactory. Although, teachers are sound in their knowledge and understanding, some lack confidence when teaching the subject. Teaching in the foundation subjects is good in history, music and physical education and sound in art and geography.
6. The requirements of pupils with special educational needs are met effectively through the very good support of all teachers. All staff work well together to promote self-esteem and engender confidence amongst the pupils. Individual education plans are regularly reviewed by the class teachers, support teachers and the Headteacher. Targets that are set are realistic and achievable. Work is well matched to the pupils' abilities to ensure that pupils work on similar topics at an appropriate level, which is an improvement since the last inspection. During the literacy hour and numeracy lessons work is carried out effectively, often in small groups. Teachers use praise and encouragement effectively, are patient and value pupils' efforts.
7. Teachers plan carefully to reflect the requirements of the National Curriculum, and the Literacy and Numeracy Strategies and to build on pupils' skills, knowledge and concepts. The key issue identified in the last report concerning the teaching of investigational mathematics has been thoroughly tackled, with an appropriate amount of time devoted to this aspect. The teachers have worked hard to implement the Literacy Hour, which they do with good understanding and knowledge of the Strategy. The shared text sessions are good and very focussed, and promote good discussions about stories, plays and poems. Some group sessions are less successful in both literacy and numeracy, particularly when work given to pupils is too easy or too hard. When this happens pupils needing extra help do not always receive it as teachers are working with other groups in the class. There is a better balance of whole class and group work now, so that pupils are used to the teaching methods as they move from one key stage to the next.

8. Teachers have good questioning skills that help to extend pupils' thinking and consolidate their learning. They give good, clear expositions; for example, when pupils in Year 4 are helped to improve their teamwork skills. Pupils are generally given a clear understanding of what it is they are going to do and the desired learning objective. The teacher in the Year 5/6 class checked at the end of the lesson to see whether pupils had achieved what they had set out to learn.
9. Expectations are high, of the amount of work the class will complete, and of presentation and behaviour. The work is well matched to the differing abilities of the pupils and the tasks set are both interesting and challenging. Monitoring of behaviour is very good. All teachers are consistent in their approach, and there is an excellent understanding of the needs of individual pupils. Relationships with the children are very good and an appropriate use of praise and encouragement helps the children try hard with their work.
10. Assessment is used within lessons, for example in the shared plenary sessions and use of pupils' demonstrations, although practice is varied. Sometimes plenary sessions are too brief and learning objectives not re-visited. Teachers match the work well to the needs of the pupils, particularly in the case of pupils with special educational needs. Work is marked appropriately, at times with helpful comments to show how pupils can improve, this is often good in English and mathematics but more varied in other subjects. Homework, mainly in the core subjects is well used to support and extend learning that takes place in the lessons.

The curriculum and assessment

1. The curriculum is broad and balanced, but does not meet National Curriculum requirements in Information Technology (IT). The Locally Agreed Syllabus for religious education is implemented in full and pupils learn about different world faiths as well as learning from religion. Progress since the last inspection has been slow in the introduction of schemes of work in music, religious education and information technology. The school has identified the need to develop these subjects next. Activities provided are appropriate to the ages and abilities of the pupils. In the Nursery and Reception, the curriculum is broad and balanced and successfully covers the recommended areas of learning. It is well planned and provides for pupils who reach the early stages of the National Curriculum. All these children have good opportunities to learn and make progress. Their teachers and helpers have clear procedures to assess each child's attainment in all areas. These are used to plan follow-up activities.
2. In both key stages, class teachers work within teams and plan together effectively. The organisation and composition of teaching groups and classes are based on specific educational and social criteria. The streaming strategy introduced in recent years has been successful in promoting effective learning. Key stage co-ordinators take an overview of the curriculum, but the monitoring role of subject co-ordinators is restricted to core subjects only at present. This is a school-agreed priority. Sex education and the dangers of drug misuse are taught satisfactorily within the health education programme. The curriculum succeeds in promoting pupils' intellectual and physical development, and the good quality teaching in the Early Years and Year 6 ensures that pupils are well prepared for the next stages of their education.
3. All pupils are guaranteed equality of access and opportunity to enjoy all curriculum subjects and aspects of school life. The school recognises and provides for the range of special educational needs (SEN). Pupils with special educational needs take a full part in school life and are generally well supported by good quality teaching assistants. A special needs' register is in place, which identifies pupils' specific difficulties. Where appropriate, pupils have individual education plans and targets, which teachers focus on within lessons. The school adheres fully to the procedures set out in the Code of Practice. However, the needs of the more able pupils are not sufficiently met in all lessons or in specific subjects.
4. The school's aims and objectives include a clear commitment to equality of opportunity. The organisation of classes, and of groups within them, confirms this. No discrimination in terms of gender, ethnicity or background was found. Inappropriate language and/or behaviour are challenged effectively. Moreover,

pupils with special educational needs, or of lower ability, or with English spoken as an additional language, are supported in class to enable their full participation. Work in some subjects, for example, Literacy and Numeracy, is set appropriately for pupils of differing abilities. The provision for more able pupils to enable them to reach full potential is less secure. All pupils are included in outings and school journeys.

5. Attainments, in terms of National Curriculum, are monitored to highlight similarities and differences in progress by gender but not ethnicity. Overall, the school's commitment to equal opportunities pervades teaching and management. There are effective systems to pass on critical information between and within each key stage. Individual tracking is carried out for individual pupils. Thus, pupils are supported in achievement irrespective of gender, ethnicity, ability and background. This represents very good provision.
6. Pupils are able to join in competitive sports such as netball and football. There are clubs for computers, music, dance and drama, the choir and the Steel Band. Clubs are open to boys and girls of all ages at the school. Visits to field centres, museums and local shops are a regular feature, and visits from outside speakers and projects like an artist in residence enhance and complement all pupils' learning. This constitutes a good range of extra-curricular activities.
7. The school uses a good range of standardised and national tests to help monitor progress and set targets for the future attainment of pupils. The statutory requirements are met in regard to reporting the results of national assessments to parents at the end of each key stage. Parents receive annual reports and have positive opinions of their accuracy. There are effective systems in place for assessing pupils' attainment, but the quality of their use is variable across the subjects.
8. Day to day assessment in the Nursery and Reception is systematic and effective. It includes assessment and analysis soon after the pupils' entry to school. The information is effectively used to help plan the next steps in learning. In both key stages, teachers use assessment data, drawn on weekly planning sheets or daily evaluation forms, to plan work to meet pupils' future needs. This is good practice and supports learning and progress. However, the effectiveness of its application to curriculum planning is inconsistent. There are some marked variations between teachers' assessments and national test results at eleven. There are portfolios of samples of work reserved for assessment purposes; but there is no indication of any agreement of levels of work other than internally. This does not always ensure consistency in agreeing levels of attainment. The school's marking policy is inconsistently applied; at one extreme it does little to encourage pupils to improve their work, and at the other it is supportive and developmental.

Pupils' spiritual, moral, social and cultural development

1. The provision for spiritual, moral, social and cultural development is good overall, as at the time of the last inspection. The very good provision for pupils' moral development and the good provision for pupils' spiritual and social development has a significant part to play in the life of the school.
2. As a contribution to spiritual development the collective acts of worship are excellent. They are well planned and time is given for reflection and prayer. Pupils are encouraged to explore values and beliefs and to reflect on their own experiences. Assemblies are also used to promote moral and social development. Some assemblies are used to provide cultural development, such as looking at differences when a group of Somali pupils came to the school. Religious education lessons promote spiritual development well by helping to develop an understanding of what faith means in everyday life. There are limited planned opportunities to develop spiritual awareness in the wider curriculum.
3. Moral development is very good. An effective behaviour policy helps to encourage and develop positive attitudes. Respect for pupils is consistently shown by all adults and this helps to foster respect among the pupils themselves. Moral issues, such as bullying, are dealt with in assemblies and in lessons where pupils are encouraged to share in discussions. Pupils are taught the difference between right and wrong and this is also demonstrated throughout the school. Unacceptable behaviour is quickly dealt with by the class teacher or the Headteacher. Pupils are taught to be considerate towards each other and to accept those who are

different from them. This very good provision helps to promote good behaviour and very good relationships.

4. Social development is good overall. The vast majority of pupils work well together, sustain concentration and behave very well. Movement around the school is very good and orderly. Pupils respect the resources which are made available to them and use them well. Social issues are dealt with in assemblies and religious education lessons. Pupils are taught about the importance of unselfish behaviour and the need to take responsibility for each other. The school works hard to help its pupils develop a positive image and high self-esteem. Older pupils are given specific minor responsibilities, but all pupils should be given more responsibilities as they move through the school so that they are thoroughly prepared socially for their move to secondary education.
5. Provision for cultural development is satisfactory overall with some very good features. Pupils develop an understanding of different cultures and beliefs. They are given the opportunity to celebrate the festivals of different cultures and faiths. Music provides good opportunities for pupils to listen to the work of a variety of composers. School performances are a popular feature of the life of the school. The school has a steel band which performs in a wide variety of locations and the pupils are encouraged to learn and talk about the origins of this music in the West Indies. The pupils' cultural awareness is developed in art and geography. There are a number of visits which give pupils an insight into different cultures. Visits are made to museums, a Jewish synagogue, local fish and chip shops, McDonalds, and Chislehurst caves. At present there is insufficient attention paid to European or other cultures to enable pupils to gain an awareness and understanding of life in a multicultural society. Opportunities to take advantage of the rich cultural heritage of the local area are also limited.

Support, guidance and pupils' welfare

1. The support and guidance given to pupils and the arrangements to ensure their well being are good and have been maintained since the last inspection. Pupils are happy at school and their well being is an important focus for the staff. The procedures for monitoring pupils' academic progress and personal development are very good. The data from test results are supplemented by the teachers' very good knowledge of their pupils as individuals. Great care is taken to place pupils in classes where they will thrive. Members of staff are very responsive to pupils' needs. The inspection took place at the beginning of the academic year and the youngest pupils appeared settled and confident.
2. The school's behaviour policy reflects its positive approach to discipline. Good behaviour and respect for individuals are praised and reinforced throughout the day. The policy has clear guidance and is well suited to the needs and personalities of the pupils. The Headteacher regularly updates all members of staff about behaviour management and this ensures consistency across the school. All members of staff have high expectations of behaviour and apply the rules evenly. The monitoring of attendance and punctuality is thorough, but despite the school's best efforts a small minority of pupils regularly arrive late in the morning.
3. The school's arrangements for child protection are very good. The Headteacher is the designated child protection liaison officer and is supported in this role by the deputy head teacher. Members of staff are updated regularly about procedures in this area and are sure of their roles.
4. Whilst the quality of the buildings and the daily routines ensure pupils' health and safety the procedures for identifying and correcting health and safety issues within the school are unsatisfactory. The governors have approved a health and safety policy that does not establish their statutory responsibility in this area. There is no sub-committee with responsibility for health and safety and governors do not carry out risk assessments of the site. To promote safe practices the deputy head teacher and site manager complete risk assessments regularly. In order to meet legal requirements the governors have yet to carry these out.

Partnership with parents and the community

1. Overall, the school has maintained its good partnership with parents and the community since the last

inspection.

2. The school provides regular newsletters, open evenings are held each term for parents and teachers to discuss pupils' progress, and parents are pleased that teachers are friendly and easy to approach. All of this contributes positively towards pupils' attainment and progress. However, the overall quality of information provided for parents is unsatisfactory. The Governing Body does not meet statutory requirements in the information it publishes in the prospectus and annual governors' report to parents. The prospectus does not include a charging and remissions policy, required information on special needs, procedures regarding complaints about the curriculum, sporting aims and provision for sport, or the national assessment results. The governors' report is missing a full financial statement, information about the special education needs policy and the national assessment results. Pupils' end-of-year reports meet requirements but vary in quality. The best examples clearly report on pupils' strengths and weaknesses over the year in each subject. Others are too descriptive and inform parents of what has been covered in lessons. A number of parents expressed the view that they would welcome information about the curriculum that their children will be following.
3. Parents provide satisfactory support for their children's learning. The PTA has a small but effective committee of dedicated volunteers. Their fundraising activities are mainly children's discos and the annual summer fair. They raise a significant amount of money each year and their funds were used to provide the high quality outdoor play equipment. Parents are currently raising money for the planned ICT suite. They also help out by accompanying pupils on class trips. The school made appropriate arrangements to inform parents about the literacy hour, and similar plans for numeracy are in place. Teachers are pleased that a number of parents of Key Stage 1 pupils read to their children at home. This has a positive effect on attainment and progress.
4. The school maintains a good link with the local community. Educational visits are planned in order to enrich the curriculum and enhance pupils' personal development. These trips include the Toy Museum in Bethnal Green, Godstone Farm, Hever Castle and the Imperial War Museum. There are visits from the local police and road safety officers to support personal safety. There are also visits from theatre groups and health professionals. Pupils in Year 6 take part in the Junior Citizen Scheme. Members of the steel band are good ambassadors for the school and are well received when they play at local events. The school did not have any links with the business community to support the curriculum and this has remained unchanged since the last report.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

5. The Headteacher provides very effective leadership and has a very clear educational vision, which is strongly supported by the Governing Body, senior management team and all staff. The day-to-day management of the school is very efficient, friendly and effective. All staff are familiar with school routines and work very hard to create an orderly and effective learning environment. The support of the administrative staff is very effective and helps to support the management of the school. Routines and standards of behaviour are good and everyone contributes to a team. This promotes the generally high standards of behaviour and very good relationships throughout the school. Since the last inspection the school has made good progress and resolved most of the key issues. It is well placed to continue to make improvements in all aspects of the school's life. The senior management team is very effective, and has increased in size, with responsibilities now being more widely distributed. The role of the Deputy Headteacher has been reviewed, with further responsibilities allocated and targets set for the completion of tasks.
6. The Governing Body is very supportive of the school and has positive working relationships between the Headteacher and staff. The Chair of Governors and the Headteacher meet regularly. The minutes of meetings indicate that the Governing Body is more involved in the strategic management of the school and school development since the last inspection. A few governors visit the school to monitor new initiatives. The governor responsible for literacy has visited classrooms to observe the new strategy and is in a good position to inform the Governing Body of its successful implementation. Each governor is encouraged to oversee a particular subject in order to become more informed about the curriculum. Not all statutory requirements are met; there are omissions in the school prospectus and the Annual Governors' report to parents and the school is not meeting all requirements in information technology at the end of Key Stage 2.
7. Since the last inspection the Headteacher has been working to strengthen and extend the role of all subject co-ordinators, in order that they are fully involved with monitoring both teaching and curricular development. Management of the curriculum has developed well in some areas since the last inspection, particularly in English, mathematics and science. This has had a positive impact on raising the achievement of the pupils in these subjects, as seen in the 1999 National Test results, where targets were surpassed. A further example of good practice has been the successful implementation of the National Literacy Strategy, where the co-ordinator monitored provision with the Borough Advisor and Headteacher. These more formal opportunities have yet to be extended to all co-ordinators, to complement the good support, guidance and training they offer to staff.
8. The Headteacher is fully aware of what is happening in the classrooms and with her senior management team supports and monitors teaching and the curriculum well. Formal testing takes place throughout Key Stage 2. The Headteacher and senior management team make good use of this information to set realistic targets for future achievement. Targets to reflect the changes in the ability levels of the pupils in each year have been realistically set for literacy and numeracy. They are improving the analysis of data to help identify further areas for improvement.
9. The leadership and management of special educational needs are very good; consequently pupils make very good progress in relation to their prior abilities. Pupils performed particularly well in the 1999 National Tests, partly due to very skilful teaching and the organisation within the school to support those pupils with special educational needs. The school ethos values the individual. There is a strong team commitment to special educational needs, with good communication between all those working with the pupils. The Special Infant Unit is managed well and an integral part of the school. It currently has four pupils, who join in with many of the main school activities. The teacher in charge is also on the senior management team and advises and supports staff in both the Nursery and infant classes. The governor with oversight of special educational needs takes an active interest in the provision and regularly visits the Unit. The Code of Practice is fully met.
10. The School Development Plan has evolved over the last few years; it is a good working document and

clearly outlines priorities for development. The governors are more involved in school development since the last inspection. They rely upon the professional advice and direction of the Headteacher and her staff. It is written as a result of wide consultation with staff, and reflects national, local and school priorities. National issues have taken up a great deal of the time recently. However, it has been appropriate for the school to address standards in both literacy and numeracy. This has enabled the school to make improvements in the standards pupils have achieved. Governors are consulted and offer their views on priorities. The Headteacher then prepares the plan, and keeps the governors informed about the progress of initiatives. The governors' role in evaluating the outcome of initiatives is underdeveloped at present.

11. The ethos of the school is excellent, and reflects its aims, values and policies. A strong commitment is made to higher achievement. Very good relationships are evident at all levels. There are positive attitudes, an effective learning environment and equality of opportunity, where all individuals are respected and valued.

Staffing, accommodation and learning resources

1. Staffing levels are very good throughout the school, including in the special needs unit and for the under-fives. The school is generously staffed by suitably qualified and experienced teachers, and there is a good balance of experience and expertise. Teachers and support staff are well deployed in the classrooms, and their skills and experience are used effectively for the benefit of the school community. Their agreed job descriptions broadly define their duties. Support staff have an important role in helping pupils to learn effectively and improve their attainment and this is a strength of the school. They are well qualified and experienced, and the school has made a commitment to fund additional support staff so that standards can be raised for all pupils. This policy has had a positive impact all round and standards are improving year by year.
2. All staff are suitably trained, and they take part in continuing professional development. Procedures for teacher appraisal are in place and this ensures that training is well directed and contributes effectively to the quality of learning provided by the school. The induction arrangements for newly-qualified teachers and new members of staff are good. Administrative staff, lunchtime supervisors and caretaking staff are all part of the team, making valuable contributions to the life of the school.
3. The accommodation is spacious, and it includes a Nursery class, the special unit, a gymnasium and large hall. However, there is barely sufficient space for the delivery of the National Curriculum in the main school. Changes have been made since the last inspection and the special needs unit is now housed in a smaller classroom. Arrangements in the upstairs corridor remain the same as at the last inspection, and this area is still congested. As the school roll has increased this problem is now more acute. The junior library is uninspiring and little used. The infant library is attractive, but it is housed in a corridor. Indoor and outdoor areas are very well cared for and maintained, and this provides an attractive and stimulating learning environment for the pupils.
4. Resources are effectively managed, well organised and carefully looked after. The overall provision of books, equipment and other learning resources is good. Library resources are barely satisfactory, and each class has a wide range of suitable fiction and non-fiction texts. Governors have made a heavy investment in computers which are used to support learning across the curriculum. The older equipment and books referred to in the last report have mostly been replaced, with the exception of some out-of-date reference books.

The efficiency of the school

5. Since the last inspection the school has improved the system of financial management, which is now very

good. The budget allocation process is well organised and supports the targets of the school through its School Development Plan. This School Development Plan is very carefully costed in terms of time and finance. The implementation of this plan is monitored very carefully. The Headteacher has a clear vision of the targets which need to be achieved and planning is clearly aimed at these targets. The Governors' Finance Committee takes an increasingly active role in monitoring the school's expenditure. The Headteacher collects and analyses data from assessment tests and also tracks trends relating to numbers over a period of time. This is used to assess the impact of any developments and to make sure that money is spent to support the most urgent needs of the school. The school has spent its income very carefully so that the teaching and learning support staff are able to ensure that the pupils make good progress.

6. The school holds a reasonable balance, which is carried forward each year. This enables the school to deal quickly with an urgent need to support new areas for development. A good example of this is the purchase of a large amount of information technology hardware.
7. The last inspection report indicated that the day-to-day administration of the school was efficient. This has improved since then. The senior school administrator is responsible, with the Headteacher, for financial administration and budgetary control, as well as many day-to-day issues which arise. All the minor issues raised in the last school audit have been successfully dealt with. There is a clerical assistant and the roles of the staff in the school office are very clearly defined. The efficiency of the financial control and school administration is now excellent. The administrative staff give excellent support to ensure the smooth running of the whole school. They are also very effective in supporting the school's pastoral aims in dealing with the pupils and parents.
8. Overall, the deployment and use of teaching and support staff are very good. Very good support is given to pupils with special educational needs. The school receives a large amount of funding to support these pupils and this money is used to very good effect in classes, both in small groups and in a whole class. There is very close teamwork between all those involved in the education of pupils with special educational needs and this is a vital factor in the good progress which they make. This is seen in the literacy and numeracy hours, where support staff have an important part to play in helping these pupils to achieve.
9. All learning resources are used to good effect, with the exception of information and communication technology. The school makes good use of artefacts in a number of lessons, and well-chosen resources meet particular needs which help to ensure pupil involvement. The accommodation is just adequate to deliver the curriculum, as space is limited. There is only limited use of the outdoor facilities to support teaching and learning. The library is not a good resource at present and much work has yet to be done to ensure that this provision is an attractive part of the total school curriculum which the pupils experience.
10. Considering the socio-economic circumstances of pupils, their well below average attainment on entry, pupils' overall satisfactory standards and good progress, their good attitudes and behaviour, the good quality of teaching set against the high unit cost, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

11. This whole area is a strength of the school. Since the last inspection the school now has a Nursery class. Children spend up to three terms in the Nursery class before transferring to the Reception class in the September or January of the year in which they will be five. Pupils from the special unit join the Nursery for one morning each week. Good progress has been made since the last inspection, and all children aged three to five have a wide and varied curriculum which includes the full range of early science activities.
12. When children start school in the Nursery their attainment is poor. Good progress is made, but their attainment is below the standard expected for their age when they transfer to the Reception class, and it is still below the expected standard by the time they are five in language and literacy, mathematics, knowledge and understanding of the world, and creative development. Many children reach the standard expected in their personal, social and physical development.

Personal and social development

1. When children start school in the Nursery their personal and social development is poor. Many children lack confidence, independence and self-esteem. Personal and social development is given a high priority and it is not long before children work independently, choosing games and equipment and helping to tidy up. They take turns when waiting at snack time, and they begin to co-operate with one another in activities. The children are beginning to concentrate for long periods of time when playing with the large blocks, completing puzzles or looking at books. Very good progress is made, and many children reach the standard expected by the time they are five. The staff set very high standards for learning and behaviour, and as a result children behave very well. Staff make very clear the difference between right and wrong, and provide a very caring atmosphere where mutual respect and self-esteem are very well fostered. The children feel secure and happy in all aspects of learning and staff use praise and positive reinforcement to promote confidence in learning. These experiences are built upon and developed successfully in the Reception class.

Language and literacy

1. Staff in both the Nursery and Reception classes are very successful in encouraging the children to speak in whole class discussions and in small group activities. 'Circle time' gives everyone the chance to join in songs, rhymes and games, and this successfully helps the children to develop their speaking and listening skills. The children enjoy listening to stories and looking at books, and they extend their vocabulary during imaginative play, registration and snack time. Speaking, listening and reading skills are given high priority across all areas of learning. Books are really enjoyed and in the Reception class some children can read a simple text, enjoying the humour and laughing at the antics of a duck. Imaginative role-play is carefully planned and is very effective in helping pupils to become confident in expressing themselves. Teaching is good, and on occasions very good. In the Nursery, children are beginning to recognise that words and pictures convey meaning, and some Reception children are able to write their name. The attractive and very well labelled displays support children's recognition of letters and words.

Mathematics

1. Mathematics is carefully planned and every opportunity is taken to develop children's understanding through counting, songs, number rhymes and games, in both the Nursery and Reception classes. Children recognise shapes, make mathematical patterns by threading coloured shapes onto laces, and through sand and water play are beginning to understand aspects of capacity and volume. Some children can count to 10, and with help can write numbers, gaining in confidence and understanding as they move into the Reception class. Other children find that counting and ordering numbers is difficult and they need a great deal of help. Through practical activities, such as making shapes with play dough, children extend their mathematical vocabulary. Every opportunity is taken to recognise, count, match and order numbers. Staff

are very effective in promoting children's mathematical understanding across the wider curriculum.

Knowledge and understanding

1. Children observe living things and natural objects, and the Nursery children take great delight in watching for the squirrels to visit the bird table. Flowers are grown from seed, and children often record their observations in pictures. Reception children can talk about electrical appliances in very simple terms. Children often look at photographs, and talk about past events and the changing weather patterns. Nursery and Reception children use a variety of junk materials for cutting, joining and building three-dimensional models. Nursery children were making a clock as part of an activity on the nursery rhyme 'Hickory, dickory, dock'. They enjoyed saying and singing the rhyme, as well as counting the numbers on the clock face and talking about the mouse running up the clock. Children make good use of the computer to support learning and a minority of them reach good standards. Towers and imaginative structures are created successfully, using a range of constructional equipment.

Physical development

1. Staff plan many opportunities for children to use scissors, glue sticks and paint brushes, and to use felt-tip pens and pencils for writing letters and numbers and making marks on paper during imaginative play. During outdoor activities in the Nursery, children engage in vigorous activities such as running and jumping and throwing and catching balls. They are developing an awareness of space, and the capabilities of their own bodies, by riding tricycles and pushing trucks. There are no planned experiences for physical development during outdoor play sessions. Physical development continues to develop at a good pace in the Reception classes.

Creative development

1. Children mix their own colours, and their paintings show clear progression in form and shape when they reach the age of five. Clay is used to make a range of models, and pupils are given good opportunities to explore texture when engaged in collage work. They explore sound, using untuned percussion instruments. They enjoy singing nursery rhymes and songs, which is a strong feature throughout all the work of the under-fives.
2. Girls and boys have equal access to all aspects of the curriculum, and the teaching of all children, including those with special educational needs, is good, and on occasions very good. Work is carefully planned around the desirable outcomes for learning for the age group, successfully moving into the National Curriculum as the children reach their fifth birthday. Detailed assessments are used very effectively to plan the next stages in learning, and this helps children to progress as well as they do. All staff work together very effectively as a team and relationships are excellent. The good relationships with parents encourage them to have a constructive partnership with the school, and also help them to participate in their children's learning. Parents regularly discuss their child's work and progress with the staff. The staff work very hard to improve this link.

ENGLISH, MATHEMATICS AND SCIENCE

English

3. In 1998, when pupils left the school at the end of Key Stage 2, attainment recorded in the National Curriculum tests was in line with the national average in English and above the results of similar schools. 57 per cent of pupils achieved Level 4, which is in line with the national average, while 17 per cent reached Level 5, which is close to the national average. Last year in the 1999 National Tests the school surpassed its targets and 76 per cent of pupils achieved a Level 4, with 18 per cent at Level 5. The school was delighted that many pupils with special educational needs achieved Level 4 in the tests. At the present time there are no national comparisons. This improvement has been brought about by the school's determination to raise standards in literacy. The predicted target figures for 2000 suggest that approximately 70 per cent will attain a Level 4, and around 18 per cent a Level 5.
4. In 1998, in the National Curriculum tests at the end of Key Stage 1, 73 per cent of pupils achieved Level 2 or above in reading and 76 per cent in writing. Attainment was well below average in reading, and close to the national average in writing. Compared with that in schools with pupils from a similar background, pupils' performance was below the national average for reading, and above that in similar schools in writing. Test results for 1999 show that reading standards have fallen, whilst writing stayed about the same. Targets set for the year 2000 indicate higher achievement for reading, with writing standards staying about the same. The school quite rightly takes into account the differences that occur from year to year in their target setting, to reflect the differences in the ability levels of the pupils in different cohorts.
5. Inspection findings show attainment in English to be close to the national average at the end of Key Stage 2, and just below average at Key Stage 1. Although standards are improving in Key Stage 1, they are still not quite high enough to reach the national average. Progress throughout the school is good overall. From well below average in the Nursery, children make good progress, and enter the Reception class with below average attainment. They maintain the good progress and by the end of Key Stage 1 standards are just below average. The progress accelerates towards the end of Key Stage 2, particularly for the pupils with special educational needs, and by the time the pupils leave the school standards in English are close to the national average. Progress of pupils with special educational needs is good in Key Stage 1 and accelerates to being very good by the end of Key Stage 2. The successful implementation of the National Literacy Strategy, coupled with very good teaching, has begun to raise attainment.
6. Overall standards of attainment in speaking and listening are broadly in line with the national average throughout the school. However, the standards achieved and progress made in the development of listening skills are better than those in speaking skills, and are often good. In Key Stage 1, many of the pupils listen well and respond confidently to questions, particularly in the literacy hour; for example, when they discuss events in the story 'Threadbear' in a Year 2 lesson. Some children, however, have poorly developed skills in speaking and, although confident speakers, they have a limited vocabulary and poor articulation. Older pupils Key Stage 2 listen very well in discussions and build on other pupils' contributions; for example, when they discuss the plot in 'Macbeth' in Year 5/6.
7. Attainment in reading is just below average in Year 2. Standards are rising and good progress is made through the key stage. Pupils are already benefiting from the introduction of the literacy hour and the increased focus on literacy throughout the school. They enjoy the 'shared text' sessions and work hard in these sessions. They usually make good use of phonics and graphic cues and use contextual clues to establish meaning. Most pupils have a good understanding of the role of the author, and know the difference between fiction and non-fiction. They read simple texts with increasing fluency and enjoyment and show in discussion that they understand them, as in the Year 1 session when pupils were able to read the extract from 'A piece of cake' with good expression.
8. Progress accelerates in Key Stage 2 and standards in reading are close to average in Years 5 and 6.

However, some pupils, particularly older ones, do not have sufficient practice in reading at home, this hinders their progress. During the literacy hour in Years 3 /4 and 5, they are able to use dictionaries to find and explain unfamiliar words from their worksheets. Pupils in Year 5, when reading 'The Wreck of the Zanzibar', use contextual clues to gain information about characters, using inference and deduction. Less-able pupils can recognise explanation marks and speech marks and use expression accordingly when reading. Pupils are not taught library skills systematically and do not have a great understanding of how to use classification systems for both fiction and non-fiction books. This limits their opportunities for independent study.

9. At the time of the inspection attainment in writing in Year 2 is in line with the national average for the number of pupils likely to reach Level 2. However, because fewer pupils are likely to reach the higher levels, overall attainment remains below average. Good progress is maintained throughout the key stage. A good range of work is provided and pupils present their work with reasonable care. They write in a variety of forms in other subjects. For instance, pupils wrote prayers for Harvest in religious education in Year 1 and could set out procedures to stick a skeleton dog together in design and technology. They write instructions, book reviews, labels and stories using appropriate language and format. They attempt to spell words using phonics, and more-able pupils are spelling simple words correctly. Most pupils still print, but form their letters satisfactorily so that they are able to read back their own writing.
10. Attainment in writing is average by the time the pupils leave the school, with some pupils attaining higher levels. Progress accelerates for older pupils, particularly for those with special educational needs. Older pupils have an understanding of the basic skills, but often lack the ability to use exciting and interesting language, particularly when writing stories. More able pupils in Year 5 could write a good poem about machines based on the rhythm of the poem 'From a Railway Carriage'. Punctuation and spelling are usually correct, with a satisfactory understanding of the use of paragraphs and parts of speech. Year 5/6 pupils have a good understanding of the use of brackets when writing stage directions based on 'Macbeth'. Handwriting is usually neat, legible and consistent in size, although a few older pupils still print at times. There is a good range of writing appropriate to different subjects. Evidence was found of letters, instructions, reading reviews, play scripts and posters.
11. The pupils' attitudes to the subject are good, including those with special needs, and particularly the older pupils. They have positive attitudes towards their work and enjoy the shared text sessions in the literacy hour, as observed in many classes. For example, in Year 5/6 there was great disappointment when pupils had to stop discussing the plot in 'Macbeth' and move on to the next activity. Many pupils concentrate and persevere with their work, although some are not always independent and do not complete their tasks while the teacher is working with other pupils.
12. All teaching was at least satisfactory, with three-quarters of the lessons observed good, very good or excellent. The teachers have worked hard to implement the National Literacy Strategy, which they do with a good understanding of the requirements of the strategy and a secure knowledge of English. The shared text work and plenary sessions are usually good or very good, but not all the teachers manage to promote independence in the group sessions. Progress is good throughout the school, as teachers consistently set high standards and make it clear to pupils that they must do their best. The pupils respond positively and work hard. Teachers establish good relationships with the children, use question and answer sessions effectively and use praise and encouragement well. Good use is made of homework to extend and consolidate what has been learned in lessons. The library was underused during the inspection; this limits the teaching of library skills and opportunities for pupils to undertake research on their own.
13. Marking is generally consistent with the school policy. In the best examples it is good and supportive, and gives the pupils a clear idea of how to improve their work. Planning is mostly good, although in some classes assessment opportunities are not identified. In some classes the liaison between home and school via the reading records is good. However, there is varied practice in the school. There has been improvement in the assessment of reading since the last inspection, with pupils' progress now being conscientiously recorded.

14. The subject is led by a highly motivated co-ordinator. The subject meets statutory requirements and with the implementation of the National Literacy Strategy, the progression of skills is ensured. The curriculum co-ordinator is committed to raising achievement in literacy in the school. She has good opportunities to monitor the impact of the literacy hour with the Headteacher and the Borough Advisor. Tests to monitor progress are in place and with teachers' assessment, this enables the school to set targets for improvement for every child.

Mathematics

15. The key issue identified in the last report concerning the teaching of investigational mathematics has been thoroughly tackled. An appropriate amount of time is devoted to investigational work, and the teaching is good throughout the school.
16. In the 1998 tests at the end of Key Stage 2, pupils' attainment was close to the national average all round. At the end of Key Stage 1 attainment was below average overall, but the percentage of pupils reaching the higher Level 3 was in line with national averages. When compared to these in all schools in the country pupils' results were broadly in line with the national average. However, when compared to similar schools, that is schools with a similar percentage of pupils eligible for free school meals, then results are above average. The most recent tests in 1999 show a considerable improvement in the school's results at the end of Key Stage 2, increasing from 57 per cent at Level 4 and above in 1998, to 73 per cent in 1999. Trends over time show a small increase at Key Stage 1 and a considerable increase at Key Stage 2.
17. Inspection findings broadly support test findings, and standards are satisfactory overall at the end of, and within, the two key stages. This is because teaching is well focused and targeted, pupils work in groups based on their attainment levels, and teaching is good and frequently very good. At the end of Key Stage 2 most pupils are competent in the four rules of number, working confidently up to 1000 and above in some instances. Mental skills and strategies are used effectively to approximate and estimate large numbers, for example, when asked "What might we round 783 up to?" higher-attaining pupils instantly identify 800. Pupils multiply and divide whole numbers and decimals, and last year's work showed clear evidence of pupils adding and subtracting negative numbers linked to work on temperature. Scalene and isosceles triangles are understood, and pupils create graphs about temperature, extracting the information they require.
18. At the end of Key Stage 1 pupils have a secure understanding of place value. They work in multiples of 10, and many of them are secure in their understanding of number patterns. Pupils know "half" and "quarter", and they use standard and non-standard units when measuring. They can correctly figure out answers to mental questions. The higher attaining pupils can be quite speedy at this, but the average and lower attainers take much longer. All of them use a range of strategies to arrive at their answer.
19. Good progress is made by pupils at Key Stage 2, both in lessons and over time. Where good progress is made in lessons this is because work is pitched at the right levels for the pupils and what the teachers expect the pupils to learn is made clear. A good example was in a Year 5 lesson on place value and multiplication. At the beginning of the lesson few of the average attainers really understood that when multiplying by 10 and 100, and digits are moved one place to the left, this makes them bigger. By the end of the lesson many of them understood this and could explain what was happening. Progress is good overall at Key Stage 1, with pupils making satisfactory progress in lessons and good progress over the key stage. Work is checked effectively, and pupils demonstrate an increasing ability to quickly recognise simple patterns and relationships between numbers. A good example was when pupils in Year 2 were counting in 10s using the 100 square. Pupils with special educational needs make good progress. This is because their work is at the right level for them and they get very good support from their teachers and classroom assistants.
20. Numeracy is well developed across the curriculum. Numeracy skills are successfully used in mathematics lessons, as well as in design technology, geography and science. Temperature and weather data are analysed and conclusions drawn. In design technology pupils measure and calculate, working out the correct length and width of their materials, so that their designs can be made accurately. In science

investigations are recorded and pupils prepare graphs and charts which record their findings.

1. Teaching is good at Key Stage 1 and Key Stage 2, with one third of the lessons at Key Stage 2 being very good or excellent. There are many strengths to the teaching. Lessons are carefully planned following the numeracy strategy guidance, and the mental mathematics sessions do much to speed up pupils' thinking and to boost their confidence. There is an appropriate balance between whole class teaching and group teaching, with resources being well prepared and ready for use. This enables the lessons to proceed smoothly with no time being wasted. Skilled use is made of different questions so that the pupils working within all levels are challenged appropriately, for example, in a Year 5/6 lesson with lower attaining pupils, "When I multiply by 10 I make the number 10 times bigger. How many times bigger will it be if I multiply by 100?" High expectations are evident at both key stages, especially in the manner of pupils' response to their teachers' questions, when clear explanations are the norm. From time to time the work given to the groups was either too easy or too hard. When this happened the pupils needed extra help and this was not always available because the staff were working with other groups in the class. Homework is used well to support the work done in class. Teachers' day-to-day assessments are consistent and effective in providing information so that the next stages in learning are appropriate for all the pupils. In a Year 1 class the plans were changed because the previous lesson identified gaps in pupils' knowledge about ordering numbers.
2. Pupils' attitudes to learning are good at both key stages, and frequently very good at Key Stage 2. They behave well and work hard at the challenges set for them, tackling them with evident enjoyment. A good example occurred with the Year 1 pupils who were identifying the clothes worn by the teddy. Pupils eagerly joined in with the discussion about where to place clothes on the washing line, enjoying the humour and counting teddy's clothes before naming them. All pupils co-operate readily to share resources, support one another and suggest ideas. Resources are treated with respect, and care is taken to make sure they are looked after properly. Pupils' interest and involvement in their work have a positive impact on their learning and the standards they achieve.

Science

3. At the end of the school year in 1998, when pupils left the school at the end of Key Stage 2, the attainment shown in the National Curriculum tests was very low compared with the national average. 57 per cent of the pupils achieved Level 4 or above, which was well below the national average, and 7 per cent achieved Level 5 or above, which was below the national average. The attainment of the boys was close to the national average, but the attainment of the girls was below the national average. These results were below the average for similar schools. However, the results for 1999 show a remarkable improvement and the school is to be congratulated. At the end of Key Stage 2, 89 per cent of the pupils achieved Level 4 or above and 21 per cent achieved Level 5 or above.
4. Teacher Assessments at the end of Key Stage 1 in 1998 showed that 94 per cent of the pupils achieved Level 2 or above, which is above the national average, and that 35 per cent of the pupils achieved Level 3 or above, which is well above the national average. The 1999 results show that, on the basis of teacher assessments, 98 per cent of the pupils achieved Level 2 or above, but only 5 per cent achieved Level 3 or above.
5. During the inspection the evidence collected indicates that the overall attainment across both key stages is in line with the national standards. The school places a good emphasis on Attainment Target 1 – Investigative Science – giving the pupils many opportunities to develop their practical skills. The progress at Key Stage 1 is satisfactory. By the end of Key Stage 1 they are able to use simple equipment, make observations, describe simple features of objects and of living things such as the five senses. They can understand the basic properties of materials and describe their uses. They can sort materials into different types, explaining why they have put them in particular groups. They understand the basic concepts of electricity, using simple circuits and light bulbs. They learn that pushes and pulls are examples of forces and that forces can change the shape of some objects. Pupils make progress in understanding and using scientific vocabulary.

6. By the end of Key Stage 2, pupils have further developed their investigative skills and are able to use a variety of ways of collecting and recording their data. They learn to interpret the data so as to add some scientific conclusions to their work. They are able to talk about their investigations with confidence and accuracy. By the end of Key Stage 2, pupils have increased their knowledge about living things and life processes. They have looked at a variety of plants and animals. They have looked, in detail, at the human body and can identify the main organs. They have looked at a range of properties of materials, such as conduction and insulation. They have carried out experiments on evaporation, changing state, reversible and irreversible changes, and soluble and insoluble substances. They understand how light and sound travel. They learn about the range of forces. They continue their learning about electricity, looking at simple circuits, both series and parallel circuits. Progress through Key Stage 2 is good.
7. Pupils' attitudes to learning are good. They respond well to questions and work well in groups. This is true for all pupils, including those with special educational needs. At Key Stage 1 the majority of pupils listen well and maintain their level of interest. In some lessons a sense of fun increases their learning experience, for example, when they were given a carousel of experiments on senses, where they had to touch, smell, taste, hear and see. At Key Stage 2 the pupils are enthusiastic about their science. They enjoy discussions and take an active part. They are polite and courteous. There is an excitement about doing practical work, for example, when looking at live pets, or when trying to find the conditions which will speed up the rate of evaporation. The majority of pupils are very attentive, work purposefully and enjoy their lessons.
8. The quality of teaching at both key stages is good. During the inspection none of the teaching was less than satisfactory. At Key Stage 1, two of the three lessons seen were good. At Key Stage 2, only one of the lessons was satisfactory. Of the remaining five, four were good and one was very good. Teachers are confident in their knowledge and understanding of science, and use question and answer sessions very effectively. They have realistic expectations and give all pupils the opportunity to learn. They encourage pupils to learn and use scientific words. In the majority of lessons seen the pace of the lesson was matched to the pupils' abilities. Teachers' planning is clear and good. They use the accommodation effectively and make good use of resources. Very good relationships are generated in the classrooms and this helps to make the teaching and learning experiences very positive.
9. There is good coverage of all the Attainment Targets of the National Curriculum. There are half termly Record Weeks when all pupils take tests in each subject. These tests give a formative assessment and involve written work and investigative work. Good use is made of the information from these tests. Day-to-day assessment is not planned consistently enough, so it could be used with data from half-termly tests to inform planning in a more detailed way. Pupils with special educational needs are well catered for and support is given where appropriate. Science makes a good contribution to the social development of the pupils as they learn to work together in practical sessions. The syllabus meets statutory requirements.
10. The management of science in the school is very good. The co-ordinator has been in post for several years and is a member of the school's senior management team. She is very keen to promote all aspects of science and she monitors the planning, the schemes of work and the outcomes. She has observed colleagues teaching throughout the school, this has helped to inform further planning. There is a commitment to high standards and science has done well in achieving well above its targets for Key Stage 2 results in 1999. It had set a target of 70 per cent of pupils reaching Level 4 or above by 2000 but 89 per cent of pupils reached that target in 1999.

OTHER SUBJECTS OR COURSES

Information technology

1. By the end of Key Stage 1, standards of attainment are in line with national expectations. Pupils make sound progress. They confidently and competently communicate ideas in picture form, using a painting program. They also use the Alphabet program to test their sound and letter recognition, demonstrating their increasing ability to generate commands through the keyboard. They use the mouse well to operate actions within the screen by selecting different characters in a computer model. There is effective consolidation of skills in giving commands to the computer or other equipment.
2. By the end of Key Stage 2, standards of attainment are in line with national expectations. Pupils can use CD Rom for research purposes when studying Romans or Greeks in ancient times. They explore patterns in a shape program. They demonstrate competence in word processing an account of the work of the steel band, or an account of an interview with the explorer Howard Carter, and rhyming couplets about the witches in 'Macbeth'. They enliven the work by introducing graphical and photographic images. They use modelling programs in mathematics and science. Pupils make sound progress in developing competency across the attainment targets.
3. Pupils' response to information technology is good. They work co-operatively and are able to concentrate for reasonable lengths of time. They are very confident and enjoy using computers, and keen to explain how the programs work.
4. In both key stages, the quality of teaching is satisfactory. Teachers, even those lacking confidence in the subject, plan carefully and sympathetically; and provide good opportunities for skills development. They give feedback and encouragement. When teaching skills directly, teachers are informative and supportive, drawing effectively on the pupils' previous learning.
5. Co-ordination of the subject is effective and has been instrumental in improving IT facilities. The newly adopted policy and scheme of work based on the Qualifications and Curriculum Authority scheme and National Curriculum Programmes of Study are in place. They are designed to ensure a planned continuity of work appropriate to meet the requirements of the National Curriculum. The range of activities in Key Stage 1 has improved since the last inspection. However, aspects of the subject are unsatisfactory. Word processing is a priority in the school and done well, but there is little evidence of drafting and redrafting using the facilities of the computer. Modelling is covered in each key stage. Control technology was found in Key Stage 2, but not in Key Stage 1. No evidence was seen of work involving the higher order techniques of monitoring using devices such as light sensors. This clearly inhibits pupils' attainment and results in a failure to meet the requirements of the National Curriculum. There are clear indications of the planned use of software across the wider curriculum, in mathematics, history, geography and science. Satisfactory procedures for the assessment of pupils' attainment are in place, which enables teachers to plan future provision. Support and guidance provided through a computer club is a successful strategy.

Religious education

1. By the end of both key stages pupils' attainment is in line with the expectations of the Locally Agreed Syllabus. Across both key stages pupils makes satisfactory progress. Pupils with special educational needs make good progress.
2. By the end of Key Stage 1 pupils can explain the meaning of Christmas and Easter. They learn about the mystery of nature and have the opportunity to thank God for the harvest and to use this to learn about caring for others. They look at special people, particularly Jesus, and learn about many of the stories Jesus told and how they relate to everyday life. They begin to learn about some of the key people in other religions. They are given the opportunity to think about special places and are taken to visit a local church.
3. By the end of Key Stage 2, pupils consolidate the knowledge gained during Key Stage 1 and extend it by a more in-depth study of Christianity. They also look at other major religions. They learn about the Bible,

the Qur'an and the Torah. They use stories from these books to explore questions of good and evil. Pupils discuss the moral teachings of stories from a range of religions. They look at special times, such as the Jewish festival of Purim. They learn to discover similar features in religious festivals.

4. Pupils progress well because they are given an appropriate balance between learning about religion and learning from religion. They make sound progress in increasing their knowledge of religious beliefs and values. Pupils with special educational needs play a full part in the lessons.
5. Pupils' attitudes are good. They show interest in the work which they are doing. They show respect and tolerance for other faiths. They listen carefully to each other and take part in lively discussions and activities.
6. Religious education plays an important part in the pupils' spiritual, moral, social and cultural development. They explore religious ideas and reflect upon them. They look at religious codes of conduct. They learn respect for other people's religion. They look at the influence which Christianity has had on British art, music and literature.
7. Of the six lessons seen during the inspection, only one was unsatisfactory. Three of the others were satisfactory, one was very good and one was excellent. Teachers are sound in their knowledge and understanding. Some of them lack confidence in the teaching of this subject. The teachers have good expectations of what the pupils can achieve. Planning is always satisfactory, and in some cases it is very good. Good planning enables the pupils to share their values and think about those of other people. Teachers use a variety of methods and also use artefacts which effectively support learning. Relationships in the classroom are good and this aids the learning process. The management of the pupils is firm but supportive.
8. The curriculum follows the Locally Agreed Syllabus and the requirements of this are met. It is well planned to give the pupils a range of experiences and to build on their knowledge and understanding. The subject is well led by a new co-ordinator who has a clear vision of the direction she wants to take the subject. The teachers are being supported in their planning and teaching so that standards across both key stages will be raised. Learning is assessed informally in lessons but these day-to-day assessments need to be used to inform planning. Overall the resources are satisfactory but work needs to be done to improve the range, especially good quality books which can be used by pupils for some independent learning. A good range of quality video tapes would enhance the teaching and learning experiences. Class discussions in religious education supports pupils' work in literacy.

Art

1. At both key stages satisfactory progress is made by all pupils, including those with special educational needs. Pupils use a wide range of materials, media and techniques, including three-dimensional work, to express their ideas. There is a growing development in pupils' skills and techniques. They handle tools such as paintbrushes and pencils effectively to achieve variations in the texture and tone of their work. In one Year 2 lesson pupils drawing autumn leaves were beginning to blend colours to achieve the desired effects. The results of their work show a range of vibrant tones and shades in the different leaves. This work is extended in the juniors, where pupils create imaginative paintings in the style of the Impressionists.
2. Progress accelerates in the upper juniors and is good in Years 5 and 6, where art work of good quality is produced. Many pupils can record observations with a high degree of accuracy, sensitivity and control over the elements of line, texture and tone. Good examples of this were seen in the school portfolio, with some drawings of hurricane lamps and irons of the Victorian period. In a Year 5 lesson pupils created and experimented with different designs for a prayer mat. These were eventually transferred onto a piece of textile, after discussion and some modifications. Pupils use a range of media and techniques competently, including three-dimensional work. For example, clay is used very effectively to make simple animal models at Key Stage 1, progressing to "Roman" artefacts at Key Stage 2.

3. At both key stages pupils' concentration is good and they support one another, for example, with advice on mixing colours. They work with real enjoyment. Pupils are willing to modify their work in order to improve it, and they show pride in their finished pieces.
4. The quality of teaching at Key Stage 1 is satisfactory, with some excellent teaching at the upper end of the school. Teachers have a thorough understanding of the requirements of the subject. They plan effectively, set challenging tasks and use appropriate vocabulary such as "texture" and "sketch". Skills, processes and techniques are taught progressively throughout the school. Teachers circulate well during lessons and this encourages and develops pupils' thinking as well as allowing teachers to assess pupils' skills and their work. Overall, work in art makes an aesthetically pleasing contribution to the school environment. Work is evidently valued in the way in which it is displayed.

Design and technology

1. The school's work in this subject has continued to progress since the last inspection. Pupils' progress is satisfactory at Key Stage 1 and in Years 3 and 4, with good progress in Years 5 and 6. Pupils with special educational needs make satisfactory progress. The links made with other subjects are a strong feature of the work at both key stages and pupils have used textiles, wood, food, and compliant materials to design and make a range of products. Mechanical and electrical systems are also included in teachers' long-term planning.
2. Pupils in Year 6 have designed and made moving bridges with a ratchet mechanism so that the bridges open in different ways. This is a development of earlier work on fairground models that work effectively after some modifications have been made. There are some good designs for toys that have moving parts which operate by turning a handle. Infant pupils assemble and join materials in a variety of ways to make items such as free-standing cards, using their skills successfully.
3. Discussions with pupils indicate great enjoyment and pleasure in the subject. Pupils are eager and enthusiastic. They co-operate well together, as when they were making a working cam wheel, successfully sharing ideas and suggestions and persevering until their work reaches an acceptable standard.
4. Only one lesson was seen. However, teachers' planning indicates that all aspects of the subject are covered and that there is planned progression for pupils' skill development as they move through the school.

Geography

1. All pupils, including those with special educational needs, attain standards that would be expected at the end of each key stage. Progress is satisfactory. By the end of Key Stage 1, pupils have a satisfactory knowledge of location and the characteristics of places. They can explain the human and physical features of cold lands in Antarctica. They understand that places have good and bad aspects, and express their own views. They readily identify landmarks on maps, starting to use appropriate geographical vocabulary.
2. By the end of Key Stage 2, pupils are keenly engaged in geographical enquiry. They offer ideas and explanations in a local study of Bromley Common. They have satisfactory knowledge of places further afield, such as the Greek islands or a village in India, which they can contrast with their home area. Pupils work with increasingly detailed maps and plans so that by the end of the key stage their mapping skills are well developed.
3. Pupils enjoy working together and discussing their work. Younger pupils offer ideas about the school environment expressing their likes and dislikes, while older pupils confidently answer questions about Bromley Common.
4. The quality of teaching is satisfactory in both key stages. However, teacher expertise and preparation are variable. Planning is usually coherent and effectively draws on pupils' previous experience. Teachers know

their pupils well. They are mostly aware of their needs, but in some lessons the aim and content are insufficiently challenging and diminish attainment and progress. Marking is variable. Arrangements for assessment are satisfactory. The curriculum makes a good contribution to the spiritual, moral, social and cultural development of the pupils. Visits and excursions into the immediate locality, and to places some distance away, are well organized and appropriately supervised. They enrich the quality of the work in geography.

History

1. In Key Stage 1, history was not a focus of the rolling programme during the inspection. However, in examining previous work and the range of resources available, it can be seen that pupils clearly investigate changes in the lives of school children through the use of traditional toys, artefacts and good quality pictures. They develop a sense of chronology, for example, in studying school equipment in Victorian times, comparing it to present day. The evidence available indicates that all pupils, including those with special educational needs, have made good progress.
2. All pupils attain standards that are expected by the end of Key Stage 2. Progress is good. Pupils show enthusiasm for the subject and are keen to use reference material and pose questions in class. They enjoy showing their historical knowledge even if it should lead to the superb understatement 'Julius Caesar got badly stabbed'. Their writing, some word-processed, and artwork with historical themes, are well displayed in class and around the school. Pupils show investigative skills when evaluating copies of artefacts from Ancient Greece in the style of Howard Carter.
3. Pupils in Key Stage 2 concentrate on their work and are motivated by the subject. They work productively and co-operate, for example, when they compared a map of the Roman Empire with a map of modern Europe. Pupils begin to use relevant study skills, especially in local history.
4. The quality of teaching in Key Stage 2 is good. Pupils are introduced to important historical concepts such as chronology, change and continuity, and historical enquiry. There is generally an appropriate balance between imparting information and encouraging pupils to find out about the past. The subject is enhanced through visits to museums, Roman villas and old palaces; and by the use of appropriate information technology.

Music

1. All pupils, including those with special educational needs, make good progress in music and reach expected standards at both key stages. During the inspection the pupils make at least satisfactory progress across both key stages at singing. Only one class music lesson was seen during the inspection so it is difficult to make a judgement about the teaching and the response of the pupils. However, three singing sessions were observed which led to the judgement regarding progress.
2. During the class lesson and singing sessions pupils at Key Stage 1 develop a good sense of rhythm and they repeat patterns vocally and through clapping. Pupils can identify a range of instruments in a piece of music. They progress well in their understanding of pitch and the length of notes. They can illustrate loud and soft sounds. By the end of Key Stage 2, pupils have made progress in the development of their ability to communicate musical ideas. Their singing in two parts is good. Many of them play instruments and their musical awareness is developing well.
3. In assemblies all pupils, including those with special educational needs, sing well in unison to display good rhythm, clarity and volume. The quality of musical provision in assemblies is very good.
4. The school makes good provision for pupils' musical development, particularly on the performing side. Weekly lessons follow the curriculum as far as performing is concerned but less attention is given to the

composing element of the curriculum across both key stages. All pupils have a singing session each week as well as the weekly music lesson. The singing sessions are enthusiastic and make a good contribution to pupils' development in music. They listen well and take part as directed.

5. A key feature in the success of the singing lessons is the enthusiasm of the teacher, who also plays the piano. Pupils picked up on this enthusiasm, listened well to the music and joined in. Teaching in these sessions was good. The planning was clear and the objectives of the lesson were made known to the pupils. The pace of the lessons was good. All pupils were expected to take part and they were encouraged accordingly.
6. Extra-curricular provision enhances the musical education in the school. There is a steel band which practises regularly at break times. There are recorder groups and a choir. Pupils involved in these make good progress in sight reading and performing. The steel band gives a number of performances around the locality, which are greatly appreciated. These contribute to the development of the pupils' social skills as they perform to audiences outside the school.
7. The new music co-ordinator has a clear awareness of the strengths and weaknesses in the music provision and is eager to develop the subject further. There is a clear development plan for the subject. This includes writing schemes of work, an audit of all instruments and resources and staff training for music teaching.

Physical education

1. During the inspection the focus was on the activities of gymnastics and games skills. In these areas and swimming pupils attain standards that would be expected of pupils of a similar age. Key Stage 1 pupils and those in lower Key Stage 2 make satisfactory progress, with a significant number of pupils making good progress at the top of the school. Pupils with special educational needs are fully involved in physical education lessons, and make similar progress to others in their class. Younger pupils have appropriate control of their body movements and can run and move with an awareness of others in the hall during warm up sessions. Hand-eye co-ordination develops appropriately, and by Year 2, pupils throw, roll and receive a ball with reasonable accuracy when working with a partner. By Year 4 the majority of pupils are able to complete accurate two handed and chest passes with a partner and within groups. Pupils in Year 6 make good progress in passing the ball, in their footwork and in dribbling skills in basketball. They can repeat series of movements previously learned with increasing control and accuracy. Pupils in Year 5 and some in Year 6, generally make good progress in gymnastics skills, linking travelling movements using different parts of the body on mats and low apparatus. From records it was evident that by the end of Key Stage 2 the majority of pupils can swim at least 25 metres.
2. Most pupils enjoy physical education, listen carefully to instructions and generally work well together. They respect and value the efforts of others and watch and comment on the performance of their peers, and then work hard to practise to improve their own work. Good collaboration is evident when pupils work in pairs, in small groups and during simple team games. Behaviour is generally good, although individual pupils occasionally behave inappropriately when they are inactive for too long. A few other pupils are finding it hard to respond to the guidelines the teacher sets out, as it is so early in the term and few lessons have taken place in the gymnasium.
3. Teaching is generally sound, with some examples of good practice, particularly in classes with older children. Teachers plan their lessons well and make good teaching points that develop pupils' skills and improve their performance. Expectations are made clear, and teaching is very well focussed in respect of safety issues, particularly in the handling of equipment and the importance of warming up and cooling down before and after exercise.
4. The co-ordinator supports the staff well and encourages them to attend courses to promote their confidence, such as attendance at the Top Play and Top Sport sessions. At present physical education is not a high priority in the School Development Plan. Consequently the role of the co-ordinator is not highly developed and does not include the monitoring of teachers' planning or the teaching of the subject. Teachers base

their lessons on the local authority scheme and other published schemes so that progression of physical education skills teaching is ensured. Extracurricular provision, which includes netball and mixed football, helps improve pupils' skills further. In addition there are good opportunities to play in competitive matches.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

5. The team consisted of five inspectors, including a lay inspector, who spent a total of nineteen inspector days in school. The inspection team:
- . spent 77 hours observing 91 lessons, reviewing children's work and hearing some of them read;
 - . attended a sample of registration sessions, assemblies and a range of extra-curricular activities and had lunch with the pupils on several days;
 - . observed pupils' arrival at and departure from school;
 - . observed nearly all teachers at least once and most several times;
 - . had discussions with the Headteacher, teaching and support staff, the Chairman of Governors and other governors;
 - . reviewed all the available written work of a representative sample of three pupils from each year group;
 - . held informal discussions with many pupils;
 - . analysed a large amount of documentation provided by the school both before and during the inspection, including:
 - . the school prospectus;
 - . school policies;
 - . the Governors' Annual Report to Parents;
 - . minutes of governors' meetings;
 - . financial statements;
 - . the School Development Plan;
 - . subject policies and planning;
 - . pupils' reports and records, including special educational needs records;
 - .and held a meeting attended by 29 parents and considered 109 responses from parents to a questionnaire asking about their views of the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y7	303	13	151	126
Nursery Unit/School	17	4	0	0

Teachers and classes

Qualified teachers (YR – Y7)

Total number of qualified teachers (full-time equivalent)	12
Number of pupils per qualified teacher	25

Education support staff (YR – Y7)

Total number of education support staff	10
Total aggregate hours worked each week	165

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	16.5

Education support staff (Nursery school, classes or unit)

Total number of education support staff	1
Total aggregate hours worked each week	25

Average class size:

30

Financial data

Financial year:	1999
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	£
Total Income	686,807
Total Expenditure	662,958
Expenditure per pupil	1,962
Balance brought forward from previous year	43,352
Balance carried forward to next year	67,201

PARENTAL SURVEY

Number of questionnaires sent out:	313
Number of questionnaires returned:	109

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	34.3	56.5	6.5	2.8	
I would find it easy to approach the school with questions or problems to do with my child(ren)	45.9	48.6	1.8	3.7	
The school handles complaints from parents well	18.4	49.5	17.5	11.7	2.9
The school gives me a clear understanding of what is taught	26.7	55.2	9.5	7.6	1.0
The school keeps me well informed about my child(ren)'s progress	30.8	54.2	8.4	6.5	
The school enables my child(ren) to achieve a good standard of work	37.0	51.9	6.5	4.6	
The school encourages children to get involved in more than just their daily lessons	29.6	53.7	12.0	4.6	
I am satisfied with the work that my child(ren) is/are expected to do at home	38.7	46.2	11.3	2.8	0.9
The school's values and attitudes have a positive effect on my child(ren)	34.6	56.1	7.5	1.9	
The school achieves high standards of good behaviour	31.5	56.5	11.1	0.9	
My child(ren) like(s) school	51.4	43.1	4.6		0.9