

INSPECTION REPORT

ST FIDELIS CATHOLIC PRIMARY SCHOOL

Erith

LEA area: Bexley

Unique reference number: 101458

Headteacher: Mrs B Dowswell

Reporting inspector: John Messer
15477

Dates of inspection: 11-14 June 2001

Inspection number: 194922

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Bexley Road
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Kent

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Appropriate authority: The governing body

Name of chair of governors: Mr K E Ryde

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15477	John Messer	Registered inspector	The Foundation stage	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and achievements.</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
13395	Joanna Illingworth	Lay inspector		<p>How high are standards?</p> <p>b) Pupils' attitudes, values and personal development.</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
23300	Lily Evans	Team inspector	<p>English</p> <p>Art and design</p> <p>Special educational needs</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>

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15023	Ali Haouas	Team Inspector	Information and communication technology Music Equal Opportunities	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Roman Catholic primary school has 473 pupils on roll aged between four and eleven-years-old. The school is much bigger than most other primary schools and draws pupils from a wide area. There are an almost equal number of boys and girls except in Year 6 where girls outnumber boys by a ratio of 3:2. The school is larger than at the time of the last inspection partly because a nursery unit has been added. Most pupils are from white, English speaking backgrounds though a small minority of pupils are from African, Asian or Caribbean families. A small number of pupils speak English as an additional language but all have a good understanding of English. Pupils are taught in fifteen classes including the nursery unit where 49 children are taught on a part-time basis, either in the morning or afternoon sessions. Children's attainment on entry to the school is broadly average. There are seven pupils with statements of special educational need and a further 103 are entered on the register of special educational needs because they need some extra learning support. This is in line with national averages. Around 8 per cent of pupils are entitled to free school meals which is broadly average.

HOW GOOD THE SCHOOL IS

This is a very good school. Teaching in the nursery is very good and children are provided with a rich range of learning experiences. There is a high proportion of very good teaching in the classes for five to eleven-year-olds. The school is orderly and a highly productive learning environment has been created. The leadership and management of the school are very good and make a strong contribution to the maintenance of high standards. Pupils' excellent behaviour and the parents' strong support contribute powerfully to the school's effectiveness. By the age of eleven, pupils attain high standards in English, mathematics, science, design and technology, history and music. From average beginnings on entry to school, pupils achieve well to attain such good results. The school provides very good value for money.

What the school does well

- By the age of eleven, pupils attain standards in English and mathematics that are well above national expectations.
- The standards eleven-year-olds attain in science, design and technology, history and music exceed national expectations and the school has developed an excellent orchestra.
- The quality of teaching in the nursery, and in the classes for five to eleven-year-olds, is very good and results in very good achievement.
- The pupils' excellent behaviour contributes strongly to the high standards they attain in their work.
- High levels of care ensure that pupils work in a secure learning environment where they develop confidence and an assuredness about their ability to succeed.
- The assessment of pupils' attainment and progress is very good and (is) used

well by teachers to plan the next steps in learning.

What could be improved

- Standards in art and design, geography and information and communication technology are not as high as they could be given pupils' high levels of attainment in other subjects.
- The use of computers to support teaching and learning across the curriculum.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in March 1997 standards have improved significantly in many areas. The standards attained by eleven-year-olds in English, mathematics and design and technology have improved though in art and design and geography they are not as high as they were. The quality of teaching has improved substantially, especially the proportion of very good teaching. The nursery has become well established and provision for the youngest children is exceptionally good. There have been significant improvements to the buildings and grounds.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A*	A	C	C	well above A average above B average Average C below average D well below E average
Mathematics	A	A	B	B	
Science	A	C	C	D	

Children in the reception classes attain the national targets in all areas of learning before they move to Year 1. By the end of Year 2, they attain standards that exceed national expectations for their age in reading, writing, science, history and music. In the National Curriculum tests and assessments for seven-year-olds in 2000, the school's performance was above average in reading and mathematics, well above average in writing and average in science.

Standards as measured by the National Curriculum tests for eleven-year-olds have declined since the very good results in 1998. Over the last three years, the overall trend in the school's performance in the tests is below the national trend of improvement but this does not take into account the results for 2001 which are likely to be much better than last year's results. The school's performance in 2000 was not as high as usual because last year's group of Year 6 pupils had a higher proportion of pupils with special education needs than usual and therefore their performance in the tests was poorer than is normally the case. There are clear indications that standards have improved this year. Inspection findings show that the standards pupils now attain by the end of Year 6 are well above national expectations in English and mathematics and above in science, design and technology, history and music. Realistic targets have been set for the proportion of pupils who will attain the national target of Level 4 in English and mathematics in 2001. They have been set at 86 per cent for English and 85 per cent for mathematics and pupils are likely to achieve these targets. The orchestra is a particularly strong feature of the school and pupils sing very well. Across the school, pupils make very good progress and their achievement is generally very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their work and are keen to learn. They have very positive attitudes to the school.
Behaviour, in and out of classrooms	Pupils' behaviour is excellent in and around the school.
Personal development and relationships	Excellent relationships have a positive effect upon the learning of pupils. Pupils mix well together and take the responsibilities given to them seriously.
Attendance	Attendance is very good and pupils enjoy coming to school

Pupils are eager to learn and willing to please. The excellent behaviour and relationships contributes to a happy and productive learning environment.

TEACHING AND LEARNING

Teaching of pupils:		aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons overall	seen	good	very good	very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall, the quality of teaching is very good; 98 per cent of teaching is at least satisfactory, 17 per cent is satisfactory, 39 per cent is good, 35 per cent is very good, 7 per cent is excellent and 2 per cent is unsatisfactory. Overall, the teaching of English and mathematics is very good. The skills of literacy and numeracy are taught very well and pupils' good grounding in the basic skills helps them to achieve well in other areas of the curriculum. The small proportion of unsatisfactory teaching is due principally to a lack of clarity in explaining to pupils precisely what is required of them. The teaching for pupils with special educational needs is good and pupils achieve well in relation to their prior attainment. The needs of higher attaining pupils are largely provided for in class by grouping pupils and through setting, or grouping pupils by ability, for lessons in Years 5 and 6 in English and for Year 6 in mathematics. This helps teachers to focus on the differing needs of the different sets. Across the school, pupils' achievement is very good in most subjects because the very good teaching inspires pupils and helps to generate an enthusiasm for learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A broad and balanced curriculum is followed which is relevant to pupils' learning needs.

Provision for pupils with special educational needs	Good. Classroom assistants are highly committed and make a strong contribution to the quality of the provision and help to promote good levels of achievement.
Provision for pupils with English as an additional language	Eleven pupils speak English as an additional language and all but one are fluent. Good support is provided as and when required.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, very good provision is made. Provision for social development is excellent and for cultural development it is good; it is very good for spiritual and moral development. Pupils are encouraged to understand values of honesty and they have a well-developed understanding of justice and fair play.
How well the school cares for its pupils	Very good. A caring ethos and a secure learning environment have been created. Procedures for assessing pupils' attainment and progress are very good.

The school is strongly supported by parents and the excellent partnership that has been developed supports pupils' learning well. Pupils work and play happily together in a spirit of harmony. A very good range of activities outside the classroom enriches learning opportunities. High levels of care are maintained. The curriculum complies fully with statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong leadership and is supported well by key staff.
How well the governors fulfil their responsibilities	Very good. The governing body fulfils its responsibilities well and governors are keenly interested in the school's success.
The school's evaluation of its performance	Good. Appropriate priorities are established as a result of the school's analysis of its strengths and weaknesses.
The strategic use of resources	Very good. Financial allocations are used carefully to provide a good level of resources to support teaching and learning and to develop provision.

The headteacher and the senior management teamwork very well together to guide the educational direction of the school. Accommodation and the provision of

learning resources are very good. The governing body ensures that money is spent wisely and that the principles of best value are applied to spending decisions. Governors, staff and parents work together well to support pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and make good progress.• Behaviour is good.• Homework is appropriate.• Teaching is good.• They would feel comfortable about approaching the school with questions or a problem.• The school expects children to work hard and to do their best.• The school works closely with parents• The school is well led and managed.• The school helps children to become mature and responsible.	<ul style="list-style-type: none">• Information about how their children are getting on.• Activities outside lessons.

The inspection team agrees with parents' positive views. Inspection findings show that the school provides good information for parents and that there is a very good range of activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the nursery is broadly average. Pupils in the nursery soon recognise their names and often those of their friends. Many older nursery children can write their names and they enjoy 'play writing'. They know about books and enjoy stories. In the reception classes children distinguish between fiction and non-fiction and understand the terms 'author' and 'title'. They write freely and spelling is recognisable and becoming increasingly accurate. Their progress in each area of learning is rapid. Children's achievement is good in the nursery and reception classes and most children are well on course to reach the national targets in all the areas of learning by the time they transfer to Year 1.
2. Through Years 1 and 2 pupils' achievement is good and by the age of seven they attain standards that exceed national expectations in reading, writing, mathematics, science, history and music. The standards they attain in art and design, design and technology, geography, information and communication technology and physical education meet national expectations of seven-year olds. The National Curriculum tests and assessments for seven-year-olds in 2000 largely reflect inspection findings; standards in writing were well above average and were above average in reading and mathematics and average in science. Inspection findings indicate that since 2000 standards have improved significantly. Across the school, pupils with special educational needs and those capable of high attainment make good progress. They achieve well in relation to their starting points. National Curriculum test results for seven-year-olds show that on average over the past three years, girls have performed better than boys in reading and writing but not greater than the extent nationally. In mathematics, there has been no significant difference in the National Curriculum test results of boys and girls. In the work seen during the inspection there was no significant differences in the attainment of boys and girls in any subject.
3. By the age of seven, pupils speak with confidence and most express themselves well. This shows up in their writing, which is lucid and follows a logical sequence. Most pupils read for pleasure and have a good knowledge of children's literature. Most spell accurately and their work is neatly presented. They have a good command of number and can recall number facts rapidly. They calculate with increasing confidence and enjoy mathematics. In science, they have a good understanding of how animals and plants grow, how light behaves and how friction slows the speed of a moving object. Their investigative skills are well developed and they are good at designing experiments to test their ideas.

4. Pupils achieve well in Key Stage 2 and by the time they are eleven, they attain standards that are well above national expectations in English, mathematics, and above expectations for their age in science, design and technology, history and music. Standards are in line with national expectations in art and design, geography and information and communication technology. During the week of the inspection, it was not possible to see enough lessons in physical education to form judgements about standards. Generally, standards attained by eleven-year-olds are better now than at the time of the last inspection except in art and design and geography. These high standards were not reflected in the National Curriculum test results for 2000. The National Curriculum test results fell in 2000 compared with previous years due partly to a higher than normal proportion of pupils with special educational needs and a significant number of pupils who were new arrivals in the school. The school had a high turnover of pupils from Key Stage 1 to Key Stage 2 and the influx of pupils from elsewhere caused a lack of continuity in learning and had an adverse effect on standards. Those pupils who started their education in the school have received greater continuity of teaching and achieve very well. In the tests for eleven-year-olds in 2000 the school's performance was average in English and above average in mathematics both when compared with all schools and when compared with similar schools; in science it was average when compared with all schools and below average when compared with similar schools. Test results in English and mathematics in Key Stage 2 over the last three years indicate significant variation between the attainment of boys when compared with that of girls. Girls attain higher standards than boys by a much greater degree than nationally. The school has not fully investigated the reasons behind the differences in order to determine what steps are required to address the issue. In the work seen during the inspection there was no significant differences in the attainment of boys and girls in any subject.

5. By the end of Year 6, pupils speaking and listening skills are more advanced than those of most eleven-year-olds. They read widely and are able to use the library well when researching for information. They read a wide range of texts with good expression and understanding. They understand the classification system used in the school library and research for information efficiently. They write well in many different forms, including letters, poems, instructions and carefully planned stories, and understand how to choose words carefully to achieve the best effect. Standards in writing are well above national expectations. Pupils work confidently with numbers and enjoy the challenge of solving problems. Standards in numeracy are well above national expectations. Pupils' acquisition of good basic skills in literacy and numeracy is due to the good teaching they receive. Standards in science are good, and exceed national expectations. All pupils achieve well in relation to their prior attainment. They approach scientific investigations logically and work systematically. When conducting a fair test on different circuits they predict sensibly and make careful records of results. They have a particularly good understanding of sound and sound waves, such as how a longer sound wave will resonate more slowly and give a deeper sound whilst a shorter one will produce a higher note.

6. Throughout the school, pupils with special educational needs are set appropriate targets and make good progress towards meeting them. Their achievement is good in relation to their prior attainment. Class teachers, the co-ordinator for special educational needs and the support teachers for pupils with special educational needs all work closely together to ensure that the pupils are provided with appropriate work. Pupils are given good support in literacy and numeracy to enable them to achieve success. Pupils with special educational needs, including those identified as gifted and talented pupils, make good progress overall.
7. Seven to eleven-year-olds achieve particularly well in music due to the teachers' enthusiasm and their good knowledge of the subject. Pupils understand simple notation and compose, record and play their own short pieces of music. They sing well in unison and this is a particular strength. The orchestra is also a strong feature of the school and many pupils attain high standards in playing a wide variety of instruments.
8. Overall, standards have improved significantly since the last inspection and are generally as high as might reasonably be expected of pupils. When pupils enter the school, their attainment is broadly average and when they leave, they attain standards that exceed national expectations in most subjects. This represents very good achievement. Pupils develop a good, well-rounded foundation on which to build. They are well prepared to continue their education in the schools to which they transfer at the age of eleven.

Pupils' attitudes, values and personal development

9. Pupils' attitudes and personal development are very good. Pupils enjoy their lessons, show enthusiasm for school and uphold its values. This has a very positive effect on their learning, attainment and conduct. The quality of pupils' behaviour is excellent.
10. Children who are under five like coming to school. They arrive in good time at the start of the day and settle happily into classroom routines. They are very interested in their work and are eager to take part in activities. They enjoy answering questions and talking about their experiences. In the nursery, for example, a girl responded to a lesson about Japanese dragon boats by spontaneously telling the class about her family's visit to Japan. Despite their keenness to be actively involved, children understand that there are times when they must sit quietly and listen to one another with care. Sessions known as 'circle time', a special time when pupils sit together in a circle to discuss issues, are organised in each class. During these sessions pupils show respect for other people's point of view by waiting their turn to speak.
11. Pupils have very good attitudes to learning. They are very well motivated. They come to the classroom with high expectations and are prepared to work hard to achieve them. They show considerable commitment to their work, both in lessons and in after school activities. For example, many pupils are prepared to stay on at the end of the school day to take part in the orchestra or sports

clubs. Pupils of all ages listen to instructions with care and sustain their concentration well in class. They are confident when expressing their thoughts and feelings and are able to work independently on individual and group tasks. Pupils are interested in the subject matter of their lessons, and are excited by the prospect of gaining new knowledge and skills. Great excitement was generated in a history lesson, for example, during which teachers and pupils in Year 2 dressed up in Victorian clothes. They entered into the role-play with great enthusiasm and showed initiative in choosing and obtaining costumes for their parts.

12. In all age groups, attitudes to learning promote attainment and progress. Children have high aspirations and want to do their best in all subjects. Their interest and involvement remain high even in the less exciting lessons.
13. Pupils' behaviour in lessons and around the school is excellent. This is in line with the views of parents. Those parents who completed the parents' questionnaire agree that behaviour in the school is good. There is not one dissenting voice out of more than 200 who completed the questionnaire. Pupils clearly understand the school's expectations regarding behaviour and uphold its code of conduct. For example, they are extremely well mannered when in the dining hall, eating their lunch quietly in accordance with school rules. Pupils respond positively to the system of discipline, but do not abide by the code of conduct simply out of fear of sanctions or in the hope of rewards. They behave well because they have accepted and absorbed the school's ethos of fairness and care for one another. This results in pupils being self-disciplined, polite and considerate, as when they spontaneously hold open doors for visitors and, without prompting, respect the invisible line that divides the infants from the junior school play area. Neither parents nor pupils express any concern about bullying or fighting, and no pupils have been excluded from the school due to serious misbehaviour. Behaviour in the classroom and assemblies is always orderly and is often exemplary. This helps teachers to teach effectively and pupils to learn and achieve well.
14. Relationships within the school are excellent. Those between pupils and staff are characterised by mutual liking and respect. This significantly enhances the quality of both lessons and pastoral care. In class, pupils follow teachers' instructions, respect what they have to say and are willing to accept guidance from them. Relations among pupils are also excellent and are based securely on co-operation and friendship. In lessons, pupils work collaboratively without close supervision, share resources and take turns to use equipment. They socialise well out of class. Pupils of different ages, sex and ethnic origins play together harmoniously in the playground. They are aware of each other's needs and show genuine concern for one another's welfare.
15. Pupils' personal development is very good. As they grow older, pupils become increasingly confident, mature and capable of taking on responsibilities. This is largely due to the school's carefully considered policies for promoting personal development. Its good programme of personal, social and health education helps to prepare pupils for life outside school and encourages them to express and reflect on their feelings. Pupils of all ages are encouraged to take responsibility for their own learning, for example, by assessing their progress and setting their own targets for improvement. They also get very good opportunities to learn about decision making outside the classroom. They select charities to support and organise events to raise funds for them. They take on lunchtime duties, such as supervising dining room queues. Citizenship

is promoted well. Pupils in Year 6 fought a mock election and drew pie graphs of the results. There is a well-respected school council for junior pupils, which acts as an effective channel for the expression of views. This was evident from the school council meeting, which took place during the inspection. It was well attended by elected representatives from each class. It received many suggestions from pupils, discussed them in a serious and responsible way, and arranged to follow them up where appropriate. The proposals of the school council are considered by the management of the school and appropriate action is taken as a result. This was the case when the school council proposed, for safety reasons, modifications to the steps leading onto the field. Effective action soon followed their proposal and the steps were modified.

16. Pupils' attendance is very good. The school's attendance rate was well above the national average in the year 1999/00. It continues to be well above average in the current academic year. There is virtually no unauthorised absence, and pupils' punctuality is very good. This, together with the high level of attendance, has a positive effect on the pupils' attainment and progress.
17. The school has made good progress since the last inspection, when pupils' attitudes, behaviour and personal development were described as significant strengths. It has successfully maintained and has often managed to improve upon these very high standards, as in the areas of behaviour and attendance.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is very good and leads to high standards of work. It is significantly better than at the time of the last inspection. There is now a much higher proportion of excellent and very good teaching though there remains a very small proportion of unsatisfactory teaching. Teaching is mostly good in the Foundation Stage and it is very good in Key Stage 1 and Key Stage 2.
19. Teaching for children in the Foundation Stage, the four and five-year-olds in the nursery and reception classes, is good overall. It is generally very good and often excellent in the nursery and is good in the reception classes. In the nursery, a well-structured environment encourages children's rapid development in all the areas of learning. Creative, personal and physical development, together with speaking skills, are promoted well in the outdoor play area, for example. Here children play with a range of equipment including large plastic bread trays. The trays are sometimes jet airliners, rowing boats or tables on which to place the bubble blowing equipment. A blue rubber mat becomes the surface of the sea. The drive through MacDonald's and the car wash help to add realism to the development of role-play. This co-operative play is accompanied by a great deal of speech as children use and experiment with language. The nursery teacher and the nursery nurse work closely together to form a very effective team. Their good knowledge and understanding of how young children learn contributes to the good teaching. The quality of planning is very good. There is a common theme, for example 'The Seaside' in the nursery and 'Castles' in Reception, that gives a good focus for activities. Teaching is imaginative as in one reception class where

children made a 'fruity' alphabet book starting with avocados, followed by bananas and cherries. Voluntary helpers, mostly parents, give good support by, for example, helping small groups to bake biscuits or make fish shaped sandwiches. High expectations of pupils' performance are maintained, as shown by the questions that challenge children's thinking skills, and the vocabulary, such as 'symmetrical' and 'hygienic', that pupils are encouraged to use accurately. Basic skills are taught well and as a result children make good progress in speaking, listening, reading, writing and mathematics. Time is generally used well. Routines are well established and children are managed very effectively. The very youngest children understand class procedures after a very few days in school. Good, detailed records are kept on children's progress and attainment. These are used well to inform plans for the next steps in learning. The good teaching in the Foundation Stage promotes good achievement for all pupils, including those with special educational needs who are very well supported and make good progress.

20. In both key stages, teaching is very good in English and music and good in science and information and communication technology. In mathematics, teaching is good in Key stage 1 and very good in Key Stage 2. It is satisfactory in physical education at both key stages. In art and design and history at Key Stage 1 and design and technology and geography at both key stages, there was insufficient evidence to make judgements. The good teaching generally results in good achievement and enables pupils to attain high standards. However, this is not always the case. Although teaching in information and communication technology is good, there are gaps in pupils' previous learning and so the foundations are not as yet secure. The recent improvements in resources in this subject, and the teachers' increasing understanding as a result of the current training programme, gives the school a good basis for further improvement. At present, however, standards are, despite the good teaching, broadly average.
21. Throughout the school, a particular strength of the teaching is the excellent relationships that are developed between teachers, pupils and support staff. Pupils feel that they are able to contribute to discussions without fear of ridicule if they give inaccurate responses or fail to explain themselves clearly. The warmth of the relationships and the care that adults demonstrate, helps pupils to feel comfortable and secure and promotes effective learning. Teachers have good levels of knowledge and understanding about the subjects they teach. Basic skills are taught well and teachers have a good grasp of how to implement the National Literacy and Numeracy Strategies. These national initiatives are taught well and this has a marked impact on pupils' good achievement in reading, writing and numeracy. Although standards in information and communication technology are improving steadily and a good computer suite has been installed, computers are not yet used sufficiently to support teaching and learning across the curriculum.
22. There are good long-term planning measures and schemes of work in place that help teachers to build on the pupils' previous learning. This promotes the cumulative development of skills, knowledge and understanding. Where

teachers' lesson plans describe what skills, knowledge and understanding are to be taught during the course of a lesson teaching is more focused and purposeful. The quality of teaching is enhanced further where teachers share the learning objectives with the pupils, often writing them on the blackboard or on a flip chart. This helps pupils to understand what is expected of them. In the very small proportion of unsatisfactory lessons, the learning objectives were unclear, the teacher's subject knowledge was insecure and the pace of the lessons was slow. The teaching of some subjects, such as history and geography, are taught in blocks of six weeks alternately. This is effective in ensuring a concentrated session but some subjects, such as art and design, lose the sustained focus on maintaining high standards that is normally the case in other subjects.

23. The system of grouping pupils into ability sets for the greater part of each week's lessons in English and mathematics is very effective. This system is operated in English from Year 5 onwards and in mathematics from Year 6 and enables teaching to be adapted to pupils' varying stages of development more readily than if there was a wider range of age and ability to manage.
24. Teachers share a commitment to improving pupils' achievement and further raising standards. They maintain high expectations of pupils' behaviour and performance and generally require pupils to give of their best. This promotes good progress. Teachers manage pupils well. In the Foundation Stage, routines are firmly established and this sets the tone for subsequent years and helps to lay good foundations for future learning. Throughout the school, teaching methods are effective and are adapted appropriately to make the best use of time and resources. When appropriate the class is taught as a whole whilst at other times group work is organised or extra support is provided to meet the learning needs of individual pupils. Classroom assistants are particularly effective in supporting groups and individuals. They are deployed well by teachers and have a clear understanding of what is expected of them. Lessons often end with a review of learning which enables teachers to assess achievement. Good questioning strategies are used to assess levels of understanding. Questions are often adapted so that lower attaining pupils are able to answer questions successfully whilst the questions to higher attaining pupils challenges their thinking skills appropriately.
25. Teachers offer praise and encouragement well. They show appreciation of the work produced but also suggest ways in which it could be improved further. Pupils' work is carefully marked. The best marking includes suggestions of how work might be improved. Teachers keep detailed records of pupils' progress and these help them to gear work to pupils' specific learning needs. Homework is used well to support learning and makes a good contribution to the standards achieved. In most classes it is set regularly and consistently. It usually comprises reading, writing tasks and spelling.
26. The teaching of pupils with special educational needs is good. Pupils are very well supported by learning support assistants and they achieve well in relation to their special needs. Teachers adapt class work to ensure that the pupils are

able to achieve success. They receive additional help of good quality from support staff. The pupils with statements of special educational need, for example, are ably supported by learning support assistants. Other pupils benefit considerably from the additional support given by classroom assistants, especially when they take small groups of pupils who are working on the development of literacy and numeracy skills. The support given to these pupils is guided by well-written individual education plans.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

27. The school provides an appropriately broad and balanced curriculum in the Foundation Stage, and through Key Stages 1 and 2. It successfully meets the needs of pupils and fulfils the legal requirements of the National Curriculum. There is a very good range of extra-curricular opportunities, including the very good school orchestra. The core subjects of the National Curriculum, English, mathematics and science, have very good schemes of work and good planning systems that promote coverage of the statutory attainment targets and to the systematic development of skills. The personal, social and health education programme is very well planned. It is taught weekly and includes sex education and information to heighten awareness about drugs.
28. Appropriate, nationally recommended, schemes of work are in place for all subjects. Music, information and communication technology and physical education are well-developed subjects; coverage of the National Curriculum programmes of study and balance within the curriculum, are good. However, the planned use of information and communication technology has yet to be exploited across the curriculum. Geography, history and art and design suffer from patchy coverage of the programmes of study. They are taught in half-termly blocks of lessons that alternate with other subjects. There is a lack of continuity in the cumulative, systematic development of skills, knowledge and understanding in these subjects.
29. Sufficient time is allocated to the National Literacy and Numeracy Strategies, and the school is meeting the overall minimum teaching time per week in both key stages. However, the time allocation for design and technology, geography, history, and art and design are slightly under the recommended minimum time allocation. This has had an effect on standards in two of these subjects, geography and art and design, since pupils' attainment is below that which could normally be expected of them, given the high standards in other areas of the curriculum.
30. The curriculum for pupils with special educational needs is appropriate and extra support to develop literacy and numeracy skills is given by a competent team of learning support assistants as well as good input from the local education authority's learning support service. For pupils with statements of special educational need the support is mostly in class. There are occasions when it is appropriate to withdraw pupils from class to teach them individually

or in small group. This is planned sensitively and teachers make sure that pupils do not miss any aspects of the curriculum as a result of such withdrawal. In Year 6, pupils are set in ability groups for mathematics, and pupils with special educational needs work in a small group to ensure that each pupil has the support they require. Special provision is made for a gifted pupil who has an individual programme of study for mathematics. This includes work that is normally provided for older pupils and opportunities are provided for such gifted pupils to attend a series of special weekend courses in mathematics. Provision for such pupils is good. The school identifies particularly gifted and talented pupils and ensures that their needs are met.

31. Equal access to all areas of the curriculum is provided for all pupils, including activities organised outside the school day. Boys and girls participate on an equal footing in most of the extra curricular activities on offer. The majority of pupils with English as an additional language are fluent. However, the school has no system for keeping a central register for these pupils to enable the headteacher to monitor their progress. Some aspects of the curriculum are used to develop pupils' insights into other cultures notably in music and geography where pupils study Kenya as a contrasting locality. However, these opportunities are not systematically planned across the curriculum and insufficient use is made of pupils' cultural and linguistic backgrounds as a resource to draw on. The Christian ethos of the school provides a strong identity which binds the school community together.
32. The school has implemented the National Literacy and Numeracy Strategies well. Planning and teaching take good account of the recommendations, both for lesson format and lesson content. A very appropriate range of extra-curricular activities takes place at lunch times and after school during the school term and a good programme of educational visits provides enhancement of learning. The orchestra for pupils in Years 3 to 6 is very popular and supports pupils' learning very well.
33. Overall, the school makes very good provision for pupils' spiritual, moral, social and cultural development. Social development provision is excellent and includes the personal social and health education programme. It permeates everything that happens in school; relationships between adults and pupils, and pupil-to-pupil are of a high quality and this is part of the schools expectation of how things are done. For pupils perceived to have personal difficulties the school provides one-to-one counselling support from a specialist teacher.
34. Very good provision is made for pupils' spiritual development which is supported well by the Christian ethos of the school community and pervades the school day. There are occasions in lessons when pupils express pleasure or surprise at events. In geography, they expressed amazement and came to a new realisation when they found out what would be the special foods of a child of the Masai tribe. In the nursery great concern was expressed about the possible death of a starfish that was placed on the sand rather than in the sea, until one child reminded everybody that it was only a picture of a starfish, not

the real thing. Nevertheless, it was an example of an understanding of the preciousness of living creatures. The environmental garden provides a quiet place for reflection. The enjoyment of listening to music and appreciation of works of art support spiritual development.

35. Provision for moral development is very good. There are clear moral overtones in much that happens in the school day, and clear expectations have been established concerning how people will treat each other and what is expected in terms of personal responsibilities. Staff and older pupils provide very good role models for younger pupils which promotes the perpetuation of this ethos. Pupils are helpful and offer each other mutual respect. They act in responsible ways throughout the school; older pupils help and care for younger pupils and, without the need for being reminded, pupils work well in collaboration in class.
36. Provision for cultural development is good, but opportunities to celebrate the cultural diversity within the school community are not always grasped. Awareness of aspects of other cultures and past culture in Britain are promoted satisfactorily through geography, history, art, music, and science. Pupils have good awareness the work of a number of famous artists, and in science, for example, they learn about the work of Jenner and Pasteur.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school takes very good care of its pupils and provides them with a safe environment in which they can learn and thrive. The high standards of educational and personal support that children of all ages receive, significantly enhances their attainment and progress.
38. Procedures for promoting pupils' health, safety and welfare are very good. The last inspection report identified weaknesses in the school's arrangements for child protection. These have been addressed successfully. The school now has a clear policy supported by detailed documentation. Members of staff are given very good guidance on child protection issues and therefore have a sound grasp of the procedures to be followed in the event of an incident. The school has also put in place very good measures to deal with the health and safety of pupils, staff, and visitors. It has a comprehensive formal policy that embraces a wide range of health and safety issues. First aid cover is very good. For example, lunchtime supervisors have training in first aid and are well provided with first aid packs so that they can quickly deal with minor accidents in the playground. There are proper procedures for carrying out risk assessments and the tests of equipment required by law. The governing body is appropriately involved in these arrangements. One governor is designated as the health and safety governor, and he, together with the deputy headteacher, checks the premises once a term.
39. The school has good procedures for monitoring and promoting attendance and punctuality. The prospectus and home-school agreement draw parents' attention to the importance of both to children's learning. Day-to-day routines comply with legal requirements. Teachers register pupils at the start of school sessions and record reasons for absence. The registers therefore provide accurate records, which can be used to monitor the performance of classes and individuals.

40. There are very good arrangements for monitoring and supporting pupils' personal development. Members of staff know children well as individuals from the time that they start in the nursery through to their transfer to secondary school. They are able to identify individuals who are experiencing difficulties and give them guidance that meets their needs. The quality of care is enhanced by excellent and very constructive relationships. Pupils trust adults in the school and feel free to speak to them about their problems. The school's curriculum of personal, social and health education consciously fosters this kind of openness. 'Circle time' encourages pupils to talk about their feelings and to share their concerns with each other. Formal arrangements for monitoring personal development are very effective. Good work and positive behaviour are acknowledged and promoted via the school's system of rewards, and are recorded in the pupil's 'Record of Achievement'. There are good measures for helping pupils who have serious problems and are therefore in need of extra support. For example, a small number of children who suffer from low self-esteem are withdrawn from lessons once a week for one-to-one counselling with a member of staff.
41. The school has excellent procedures for promoting good behaviour and eliminating oppressive behaviour such as bullying. They are largely responsible for pupils' very good attitudes to learning and high degree of self-discipline. The school sets very high standards regarding conduct. Its expectations are evident in its mission statement and its ethos. They are clearly and effectively communicated to parents and pupils via the code of conduct and school rules. These are displayed prominently on the walls of every classroom. Members of staff apply the rules fairly and consistently. Teachers are skilled at managing behaviour in class and lunchtime supervisors deal effectively with minor incidents in the playground. Levels of supervision are very good, which significantly reduces opportunities for boisterous behaviour and bullying. The school adopts a positive approach to discipline. It emphasises the use of rewards to recognise pupils' achievements and to raise their self-esteem. The system is very effective in practice. Pupils appreciate rewards such as house points and certificates, and are keen to win them through hard work and good behaviour.
42. There is excellent planned provision for pupils' personal, social and health education, which is time-tabled as a separate subject and is further promoted through 'circle time', a special time when pupils sit quietly together to discuss issues. Sex education and drugs awareness are incorporated into the comprehensive programme and the school nurse is involved in teaching the Year 6 programme, otherwise taught by class teachers.
43. There are good links with the local community and a range of visits out and visitors coming in to school broaden pupils' knowledge of the community and experience of life. The school regularly visits homes for the elderly and sheltered homes, and invites their friends from there to school plays and events. The school has good relationships with the secondary schools to which pupils move on and pupils have good opportunities to experience the schools through induction days.
44. The procedures for assessing pupils' attainment and progress are very good. They have developed and have been improved significantly since the last inspection. The school has an effective and well-considered policy for assessment that clearly sets out principles and practice. These are

consistently carried out with the result that teachers know the capabilities and potential of their pupils very well.

45. Younger pupils are assessed soon after entry to the school and the results are used well to identify areas for further development. These assessments help to identify children who might have special educational needs and as a result a range of appropriate support is provided quickly and efficiently.
46. Pupils take the statutory National Curriculum tests and assessments at the age of seven and eleven. Data from the tests at the end of Key Stage 1 is used to inform future planning and to ensure that work is set at a suitable level for each child.
47. In addition, a number of non-statutory assessments are made in English, mathematics and science. These include:
 - assessment of children's knowledge of initial sounds, blends and high frequency words each term in the reception classes and in Years 1 and 2;
 - regular assessments of pupils' progress in reading using both standardised and non-standardised tests in addition to the regular monitoring of what pupils are reading.
 - completion of 'end of unit' assessments in science on completion of a particular topic;
 - timed mental arithmetic tests;
 - regular weekly spelling tests;
 - optional non-statutory tests in English, mathematics and science towards the end of Years 3, 4 and 5.
48. The use of assessment information to guide and inform curriculum planning is very good. Teachers maintain detailed records on the progress of each pupil in the core subjects of English, mathematics and science. Their medium and short-term plans are detailed and help them to precisely define what it is they intend pupils to know, understand and do both during lessons and over time. These objectives are often shared with pupils at the beginning of lessons so that they are prepared effectively for the learning to follow. Teachers take time to organise short review sessions at the end of each lesson to assess the learning that has taken place, often involving pupils in the assessment of their own progress. Assessment and evaluation of lessons is particularly effective in mathematics. It makes a significant contribution to the quality of future planning and ensures that the individual needs of pupils are addressed.
49. The school analyses its assessment data carefully by age and by gender but it has not identified the extent to which girls outperform boys in the National Curriculum tests for eleven-year-olds. It does analyse pupils' statutory test results, year by year, in relation to the local education authority and national results to determine areas for development. These analyses are acted upon and have resulted in changes in practice throughout the school. For example, as a result of relatively poor test results in spelling, a more specific focus on the teaching of spelling has been introduced this year and has contributed to

higher standards in spelling and writing in both key stages. The information gained from assessment is used very successfully to highlight strengths and weaknesses of individual and groups of pupils and to determine ways to address them. This has resulted for example in dividing classes into ability groups for some English teaching in Year 5 and ensuring that particularly gifted pupils have regular access to the curriculum at an appropriate level.

50. At the end of each term, pupils record what they consider to be significant achievements in their 'Record of Achievement' files and these are supported by the teachers' assessments of progress.
51. Parents receive an annual written report of good quality, giving details of attainment and progress; reports for children in Years 2 and 6 also include details of the results gained in the statutory tests and indicate to the parent whether the child is working at the expected level for their age. However, though the report to parents is of a high standard it does not conform with the statutory requirement to report separately on art and design and design and technology.
52. The procedures for monitoring and supporting pupils' academic progress are very good. Written targets are gradually being introduced for each class. Those that are in place are reviewed every half term. The assessment co-ordinator plans to build on the existing work in Year 5 and to extend this practice to include all pupils in the school. There is a useful assessment calendar that indicates what assessments should take place in each year group over the year. This is monitored by the assessment co-ordinator who ensures that the timetable for assessment is followed efficiently.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents are very happy with the education provided by the school. Their replies to the pre-inspection survey show extremely high levels of approval for all aspects of its work. They agree unanimously that leadership and management is good and that pupils behave well. Virtually all parents also think that the school maintains high expectations of pupils' performance, that teaching is good, and that their children make good progress. There is least satisfaction with extra curricular activities, with only two thirds of respondents agreeing that the school provides an interesting range of activities outside lessons. The inspection team found that the school provides a very good range of activities outside lessons.
54. The quality of information for parents is very good overall and gives full coverage to the curriculum and pupils' progress. At the beginning of each term, parents receive notice of the topics that their children will be studying. They are also able to keep in touch with what pupils are learning via reading and homework diaries. These are used well by both pupils and parents. Parents regularly read and sign the diaries. The school keeps parents well informed of the progress that their children are making. Members of staff contact parents promptly if they have concerns about work or behaviour. Teachers in the reception classes meet parents informally four weeks after children start in main school for discussion on how they have settled in. Formal arrangements for reporting to parents are very good. The school has recently introduced an interim written report on progress. This is greatly appreciated by parents as it gives them a clear and concise picture of their child's attainment and targets for improvement at a relatively early point in the school year. Parents are able to obtain more detailed information on children's progress at consultation evenings in the spring term. Pupils' 'Records of Achievement' are available at these evenings which gives parents an opportunity to read and discuss them with class teachers.
55. The written information which the school is, by law, obliged to give parents is of high quality. The school prospectus provides parents with a good outline of the school's aims, organisation and curriculum. Both the prospectus and the annual report of the governing body comply with legal requirements. End-of-year reports on pupils' progress are good overall. Most provide informative accounts of what pupils know, understand and can do in the core subjects of the curriculum. They also include very helpful and specific targets for future learning. Good relations between home and school enhance the partnership in learning that the school seeks to promote. Most parents feel free to approach the school if they have queries or concerns and if necessary will make appointments to see class teachers.
56. The support provided by parents for pupils' learning is extensive and has a very positive impact on standards of attainment. Parents willingly sign the home-school agreement and do their best to uphold it. They co-operate with members of staff if there are problems with a child's work or behaviour. They

are actively involved in their children's education both in and out of school. There are many parent volunteers who help with classroom activities or volunteer to act as supervisors on school visits. Parents also enhance the quality of lessons by providing extra resources for learning. For example, pupils' families made period costumes for the history lesson on Victorian schools.

57. The school values the contribution that parents make to pupils' learning and has developed very effective strategies for making the most of it. It carries out surveys of parents' views on major issues. It gives voluntary helpers clear guidance by distributing a handbook entitled 'Helping in School'. In addition, teachers include in lesson plans details of how they intend to deploy voluntary helpers, thereby helping to ensure that help is used to good effect. The school actively encourages parents to support their children's learning at home. Its homework policy has as one of its aims the development of 'an effective partnership between the school, parents and carers'. In order to further this aim, class teachers meet parents at the beginning of the school year to explain homework timetables. The success of this policy is evident in parents' response to the pre-inspection questionnaire. The vast majority of respondents think that their child gets the right amount of work to do at home.
58. Parents are closely involved in the general life of the school. They attend celebration assemblies, school performances and church services. Although there is no formally constituted parent teacher association, parents are active in fund raising and social events. Parent governors organise the monthly coffee mornings that take place after mass, and parent volunteers organise the biennial school fete. The amount of money which parents raise each year is considerable and significantly enhances the school's resources.
59. The school has made good improvement since the last inspection. It has raised the quality of information for parents and maintained high levels of parental support for pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The leadership and management of the school are very good. The headteacher gives clear, well-informed guidance and ensures that the educational direction of the school is maintained on a steady course. She is supported well by the staff of the school. All share a commitment to improving standards and to maintaining a secure, productive learning environment within which pupils enjoy their schooling. Responsibilities are delegated appropriately and key staff are conscientious in leading the areas of the curriculum for which they are responsible. Together, staff maintain an effective overview of the curriculum so that they are aware of areas of strength as well as areas for development. The headteacher promotes a systematic approach to school development which results in an orderliness and a clarity about the school. This is seen in the well-presented school policies as well as in the well-ordered

school environment and leads to teachers, support staff and pupils being very clear about their roles and what is expected of them.

61. The headteacher shows vision in the considered way that staff are deployed. The deputy headteacher, for example, has been released from full time class teaching duties to gain a good overview of curricular provision across the school. This has enabled her to contribute effectively and in a well informed way to shaping the direction of the school. The learning support teacher has a roving role and can be deployed to where the need is greatest. Close attention is paid to maintaining and improving the quality of teaching. Very good procedures are in place. There is a detailed annual timetable for lesson observation in order to monitor teaching. The headteacher, deputy headteacher, curriculum leaders for English, mathematics, science, information and communication technology and religious education and the Key Stage 1 co-ordinator all conduct lesson observations. Staff are given oral and written feedback on all monitoring. Areas for development and any points for action are noted. Such carefully planned procedures make a strong contribution to the high proportion of very good teaching in the school. The special educational needs co-ordinator manages the provision for pupils with special needs very well. She active in providing learning support and guidance. She maintains the register of pupils with special educational needs and keeps thorough records. She organises reviews of progress and checks provision for pupils by observing them in class.
62. The school's aims are reflected strongly throughout its work. A caring ethos, supported by the values associated with the Roman Catholic Church, suffuse daily activities. Prayers are said at regular points throughout the day, the local priest visits regularly and older pupils attend church for feast days and special occasions. This influences and supports the educational direction of the school.
63. The governing body works in close partnership with the headteacher and staff of the school. Governors are well informed about the issues affecting the school through the headteacher's reports, by visiting regularly and through discussions with staff and parents. A good committee structure has been developed which helps the governing body to work effectively and efficiently. Performance management procedures and appraisal arrangements are implemented properly. Teachers who are new to the school are supported well through a mentoring system that helps them to adjust quickly to school routines. Teachers have good opportunities to further their professional development through in-service training courses and support from senior staff.
64. The school development plan is an important document as it helps to focus attention on the school's most pressing needs. It is reviewed annually by staff and governors who work together to produce a revised plan each year. The most important areas for development are prioritised and there is a close link with budgetary planning to ensure that all developments are properly funded. The main curricular priorities for development in this academic year are the development of information and communication technology, the improvement

of standards in science and art and design and the improvement of children's speaking and listening skills. The plan details how the improvements will be tackled, who will be responsible for making the improvements, the financial resources needed, a timetable for completion and the criteria against which success will be measured. It does not include who will monitor progress towards the targets throughout the year or exactly how the degree of success will be assessed. There are no numerical targets included to show progress in science, for example, though these are noted in a separate improvement plan for science. The school has set realistic targets for its performance in English and mathematics in the National Curriculum tests for eleven-year-olds. The target for the proportion of pupils expected to reach at least Level 4 in English was 84 per cent in 2000 and 86 per cent in 2001, and in mathematics the 80 per cent and 85 per cent. The school exceeded its targets last year and is on course to meet them, or even to exceed them again, this year.

65. School accounts are kept meticulously and financial allocations are used wisely to maintain and improve provision. Allocations of money for specific purposes, such as those to provide support for pupils with special educational need or the money to improve information and communication technology, are used for the purposes intended. The school secretary and administrative assistant ensure that the office runs smoothly and efficiently. The school was recently audited by external auditors from the local authority who confirmed that all was in order. The school benefits from substantial sums of money donated or raised by parents and this is used carefully to improve resources. The governing body makes sure that the principles of best value are applied to major projects by, for example, insisting on competitive tendering and checking to see if lower prices for services can be obtained elsewhere whilst also retaining quality.
66. The high proportion of very good teaching, which contributes strongly to the high standards that pupils attain, and the generally high quality of educational provision, show that the school provides very good value for money. The leadership and management of the school and the value for money that it provides are better than at the time of the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to improve standards further the headteacher, staff and governing body should:

(1) improve standards in information and communication technology*, art and design* and geography by reviewing the implementation of the schemes of work to ensure the systematic development of skills, knowledge and understanding in these subjects.

(paragraphs 28, 29, 107, 114)

(2) promote the greater use of computers to support teaching and learning across the curriculum*.

(paragraphs 100. 130)

* These issues are already incorporated into the school development plan.

Another less significant area for development;

Investigate the differences in the attainment of boys and girls in the National Curriculum tests for eleven-year-olds in English and mathematics and explore methods of tackling any underachievement by the boys that might be revealed.

(paragraphs 2, 4, 49, 83)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	92
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	35	39	17	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	49	424
Number of full-time pupils known to be eligible for free school meals	0	36

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	5
Number of pupils on the school's special educational needs register	10	100

English as an additional language

	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	35	29	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	31	32
	Girls	27	28	27
	Total	60	59	59
Percentage of pupils at NC level 2 or above	School	94 (93)	92(83)	92 (100)
	National	83 (83)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	32	32
	Girls	27	27	26
	Total	60	59	58
Percentage of pupils at NC level 2 or above	School	94 (87)	92(98)	91(87)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	26	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	28
	Girls	23	23	24
	Total	48	49	52
Percentage of pupils at NC level 4 or above	School	86 (86)	86(83)	91 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	27	28
	Girls	21	22	22
	Total	47	49	50
Percentage of pupils at NC level 4 or above	School	82 (81)	86(76)	88 (76)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	21
Black – other	1
Indian	8
Pakistani	0
Bangladeshi	0
Chinese	2
White	327
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	24
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	168

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	3
Total aggregate hours worked per week	55

Number of pupils per FTE adult	8.3
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1999-2000
	£
Total income	713 222
Total expenditure	707 742
Expenditure per pupil	1570
Balance brought forward from previous year	17 545
Balance carried forward to next year	23 025

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	449
Number of questionnaires returned	238

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	3	1	0
My child is making good progress in school.	57	41	0	0	2
Behaviour in the school is good.	73	27	0	0	0
My child gets the right amount of work to do at home.	53	37	7	1	2
The teaching is good.	70	28	0	0	1
I am kept well informed about how my child is getting on.	39	42	14	0	3
I would feel comfortable about approaching the school with questions or a problem.	63	31	4	1	1
The school expects my child to work hard and achieve his or her best.	68	31	0	0	1
The school works closely with parents.	51	38	6	2	3
The school is well led and managed.	73	26	0	0	0
The school is helping my child become mature and responsible.	68	29	1	1	1
The school provides an interesting range of activities outside lessons.	40	27	14	2	16

Other issues raised by parents

Parents give strong support and are happy with the education provided for their children. No common issues were raised in letters to the inspection team, which were mostly full of praise for the school, and an analysis of the questionnaires confirms that parents hold the school in high esteem.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

68. From their earliest days in school children's personal development is promoted strongly. Children settle rapidly into the daily routines of the nursery classes. They develop warm relationships with the teacher and the nursery nurse and feel increasingly confident and secure. Staff listen carefully to the children and value their contributions in discussion sessions. Staff provide good role models and engage in the children's activities. The nursery nurse, for example, rowed her boat across the playground alongside those of the children. Great respect is shown for the children's contributions and their ideas are received courteously. This encourages mutual respect. Children are sensitive to each other and, when one boy fell off his chair, a friend sensibly asked if he was all right. They are awarded certificates for achievement and for doing well on sports day. This encourages a sense of self worth. Children are given responsibility for organising the snack time arrangements and for tidying up at the end of each session. The boys are just as enthusiastic about washing up after a cooking session as the girls. They make choices about the activities they will engage in and learn to share. They say their prayers seriously and sing well together in unison which helps to build a feeling of togetherness. They study aspects of other cultures, such as the Dragon Boat Festival from Japan, and this helps them to gain a sense of respect for cultural differences. Teaching in this area of learning is very good in the nursery and good in the reception classes. Behaviour is very good and children develop an eagerness to learn.
69. In the reception classes, children continue to develop a sense of security, and school routines are well established. They sympathise with characters in stories and consider how it must have hurt Rapunzel to have people climbing up her hair. They are good at sorting out the headphones, plugging them in and inserting tapes in the recorder when using the listening centre. Teachers support pupils well with praise and encouragement. They invite participation with questions such as, 'What would you suggest?' when contemplating decisions about the best materials to use when making models. In the reception classes, a special time is set aside to discuss issues of importance. Children sit in a circle and learn to take turns to express opinions or ideas. They pass a shell around and the child holding the shell has the right to speak. They learn to listen sensitively and think seriously about resolving conflicts and about taking turns, such as whose turn it is to play in the castle. They show respect for the feelings of others. Teaching in this area of learning is good and pupils achieve well. Those with special educational needs are well supported and make very good progress. Children are confident, sensitive, highly

motivated to learn and increasingly independent. They are on course to attain the national target before they transfer to Year 1.

Communication, language and literacy

70. This area of learning is a particular strength. In the nursery every opportunity is grasped to encourage children to express their thoughts, describe their feelings and talk about their experiences. They recognise that print carries meaning and they recognise their name card every day as they select it and place on one labelled hook if they want milk at snack time and another if they would prefer water. They enjoy 'play writing' and several make a good attempt at writing simple words. One child wrote 'my yot' on her picture of a yacht, showing a good understanding of the link between sounds and letters. They make good links with their experiences outside school; one child said that the 'w for whale' was like the Woolworth's sign and another compared an 'm' with the sign for MacDonald's. Children practise writing patterns in a shallow sand tray. The teaching is very good with constant references by staff to letters, sounds, shapes, rhyming words and new vocabulary. When making play dough, for example, children are introduced to the word 'knead' and they discuss the word while they are kneading the dough which helped them to gain a good understanding of its meaning. Children show a keen interest in books related to the topic they are studying. One young four-year-old, who only recognised his name and a few simple words, knew that the contents section in a non-fiction book would indicate the page numbers to help him find pictures of sharks. Even the very youngest children listen avidly to stories and have strong feelings about their favourites. Chanting rhymes and singing songs together gives children a good understanding of the rhythms of language. They can predict which words are likely to come next when the teacher leaves a sentence uncompleted, such as 'It was raining so hard that the children were not allowed.....' Teachers encourage prediction with questions such as, 'What do you think might happen next?' Children are eager for the page to be turned to see if their predictions were correct. Children can dress up like Noah and his family and enter the ark they have constructed to enact appropriate roles. When children themselves enact the role of the teacher in their play, there is a strong likeness to the speech patterns of their real teacher.
71. The development of reading and writing skills features strongly in the reception classes where achievement is good. Children play imaginary games in the castle that they have helped to construct. They look through the keyhole of the castle door and write what they spy on paper in the shape of a keyhole. This provides a good link between writing and role-play. Children have a good understanding of letter sounds and their spelling is increasingly accurate. Most speak confidently and ask searching questions. They have a good appetite for reading and, as well as reading regularly in school, they take books home each day. Records show that many children have read around fifty simple books over the past three months. This indicates high levels of interest and promotes good progress. Children are on course to attain the national targets before they transfer to Year 1. The National Literacy Strategy is introduced gradually in the reception classes and this helps to ensure an easy transition to Year 1.

Mathematical development

72. Children's understanding of number, shape, space and measures develops well in the nursery and reception classes. Each day the children fill in the weather chart and chant together, 'It's sunny today and it's Monday 11th June in the year 2001. The songs they sing, such as 'One, two, three, four, five – once I caught a fish alive' help pupils to count and know the difference between left and right. When they sing songs like 'Five little speckled frogs sat on a speckled log', or 'Five little ducks went swimming one day', they gain an understanding of subtraction as one by one the frogs hop away or the ducks fail to come back home. Children describe eleven as being like two tens and know that the next number is twelve. When the playground became a boating lake the 'man' in charge collected 20p in exchange for an hour's ride on the boats. Children have to pay for their petrol when the playground becomes a motorway and they can buy a cup of tea in the 'Seaside Shop'. Shopping activities and making dough and biscuits according to recipes helps to develop an understanding of measures and proportions. Older children checked the number present and accurately counted out 21 biscuits to be eaten at snack time.
73. Children have a good sense of shape and space. In the nursery they enjoyed a game involving the recognition of shapes. They found squares, circles and triangles easy to recognise but rectangles presented more of a problem for many. They make a 'shape town' with houses and vehicles made from squares, triangles and rectangles. Children use the computer to make block graphs of their favourite pets and use mapping techniques to indicate which farm animals they like best. In one reception class a visitor suggested that the tiny horse that had been painted beside a large princess was rather too small. The child speedily replied that, actually, the horse was a long way away. Older children count in twos, whispering every other number at first to help them to stay on track. Teaching is very good in the nursery and good in the reception classes. Children's achievement is good and they are on course to attain the national target before they enter Year 1.

Knowledge and understanding of the world

74. Children's progress in this area of learning is rapid. Teaching is excellent in the nursery and good in the reception classes. Achievement is very good and is fuelled by the children's intense curiosity about everything. This is seized upon by teachers who provide stimulating activities that children relish. In the nursery, for example, a collection of sea creatures was assembled. Children were able to handle a large crab, a selection of mussels and cockles, scallops, 'shell off' and 'shell on' prawns, a salmon and a crayfish. They noted the hairs on the legs of the crab and speculated about why it only had seven legs instead of the normal eight. They compared their crab with pictures in a book and marvelled at its giant claws and compared them with those of the crayfish. They used magnifying glasses to examine the gills of the salmon and

compared mussels with cockles. They wondered about how these creatures lived underwater with no air to breathe. This valuable experience enabled the children to examine these creatures closely and stimulated much discussion and speculation. Teachers use good questioning strategies that challenge children's thinking and encourage them to reason. When making model yachts, for example, children were asked to explain what makes a yacht move and how. Children could explain that it was the wind that made the yacht move but most could not explain how.

75. Children develop a wide range of designing and making skills. In the nursery they use split-pins to make moving two-dimensional models of people. Children make good masks of animals which they use when playing in the ark. They use scissors to cut along lines with increasing accuracy and they select appropriate glues or sticky tape to join parts of their models together. They test the boats they have made in a tank of water and discuss how well they float. They show ingenuity by using the straws that were intended for masts to blow their boats across the water.
76. Children have a good sense of time and a good knowledge of their immediate environment. Children study growth and development of people and plants. They are developing a good understanding of the passage of time. They know that dinosaurs lived a very long time ago and that computers are a relatively new invention. They make detailed maps of their journeys to school and most can explain where they live and how to get to the shops. They know that there are many countries in different parts of our planet and that zoo animals come from different countries. One group explained that lions come from Africa and tigers from India, penguins from the South Pole and polar bears from the North Pole. A French Day, when children study many aspects of France such as food and language, and a comparison between the flag of St George and the Tricolore, helps children to appreciate differences in cultures.

Physical development

77. Children have many opportunities to develop their skills in this area of learning. In the nursery, they propel themselves around the playground on a variety of vehicles that require different skills. One, for example, has wheels that are moved by either the right or left hand and a delicate balance is required to move in a straight line. Another promotes co-operation as one driver pedals with at least two passengers in the rear. Tricycles require a degree of balance and the climbing apparatus, especially the slide, offers challenge.
78. Children develop dexterity as they learn to use the computer's mouse with increasing skill. There are long periods of time in the reception classes where computers are dormant, however. They use scissors, paintbrushes and pencils skilfully. They manoeuvre their vehicles carefully when driving through the MacDonald's Drive Through Snack Bar. Surplus bread baskets are used imaginatively to create rowing boats on a sea of agility mats, aeroplanes for transatlantic flight, tables for placing the till in the petrol station or the bowl of soapy water for blowing bubbles. Construction apparatus is used well to make huge bridges and very tall vehicles. Pupils enjoy the space of the hall for dance and gymnastics.

79. Teaching is good and children achieve well. They are on course to reach the national targets before they transfer to Year 1.

Creative development

80. Children are provided with a good range of activities that enable them to achieve well in this area of learning. They paint bold self-portraits and draw detailed chalk pictures of their mothers. They studied Henri Rousseau's 'Tropical Storm with a Tiger' and drew a series of good pictures that were inspired by their studies. Many of the drawings show attention to detail and one was outstanding in the detail that was captured and clearly represented a great deal of sustained, concentrated effort. Teaching is generally good but in one class the inappropriate use of highly detailed pictures as templates, upon which pupils were expected to stick pieces of different materials, was of very limited value. In another reception class children had co-operated well to create a good composite painting inspired by Kandinsky's 'Concentric Circles'. Good links are made between painting and work on shape as when children create colourful symmetrical butterflies by using a folding technique to make symmetrical prints. They make good model vehicles with moving wheels and space rockets from recycled cardboard boxes and tubes. In the reception classes bubbles are used to create a watery scene and sand is mixed with glue to create a beach. A specialist music teacher shows children how to play percussion instruments and the quality of singing is of a high standard. Children have an extensive repertoire of songs. They sing tunefully and maintain a steady beat with a good range of percussion instruments. Good, imaginative teaching helps pupils to achieve well. By the time they are ready to transfer to Year 1, children have attained the national target.
81. Teaching overall in the Foundation Stage is good. It is often excellent in the nursery and occasionally it is very good in the reception classes. Teachers plan lessons in detail and careful records are kept of children's progress. These records are used well to plan the next steps in learning. Homework is used well to support learning. In the nursery a half-termly plan is posted in the entrance and parents receive a sheet suggesting the activities they might like to take part in at home, or when they are out and about, to consolidate and extend learning. This includes details of the new songs the children will be learning and suggested activities for each area of learning. The good early years provision promotes good progress and achievement. Children enter Year 1 having attained the national targets in all areas of learning and are well prepared to tackle the National Curriculum.

ENGLISH

82. Standards in English throughout the school are high, especially in writing. They are significantly better than at the time of the last inspection. At the end of Key Stage 1, pupils' attain standards that are well above national expectations in both reading and writing. These findings are reflected in National Curriculum test results. In the National Curriculum tests for seven-

year-olds in 2000 the school's overall performance, when compared with all and when compared with similar schools, was above the national average in reading and well above average in writing.

83. By the end of Key Stage 2, inspection findings show that standards are well above national expectations, especially in writing. These findings were not reflected in the National Curriculum test results in 2000. In these tests the school's overall performance in English was average both when compared with all schools and when compared with similar schools. Inspection evidence indicates that standards have improved significantly since last year and there are indications that the test results in 2001 will be better than last year's. The performance of girls exceeds that of boys. Over the last three years the boys' attainment is on average nearly a year behind the girls. This is significantly greater than the difference nationally and indicates that boys may be under-achieving though during the inspection no significant differences were evident.
84. The National Literacy Strategy is taught well and promotes a clear, planned progression for the development of literacy skills. This is achieved primarily through high quality teaching during lessons in literacy. However, teachers also take care to reinforce and build on their work during lessons in other subjects. This ensures that pupils have regular planned opportunities to practice the skills they have learnt and has a particular impact on both the quality of writing they produce and the range of vocabulary they use. For example in Year 2 in design and technology pupils write detailed accounts of mechanisms associated with wind up toys and pupils in Year 6 write interesting and amusing manifestos reflecting the recent General Election. The quality of support for pupils needing additional help is very good and ensures they too benefit from the high standards of teaching and have equal access to the curriculum. Good use is made of literacy skills within many areas of the curriculum, particularly with regard to speaking and listening. Although some use of computers was evident during lessons, for example for drafting stories and working on spelling patterns and there were examples of word-processed work on display in corridors and classrooms, in general its use is limited.
85. Teachers follow the structure of the literacy hour very well. Each lesson includes the teaching of a specific language skill, reading and written tasks. There is a strong emphasis on oral work which is supplemented by appropriate activities conducted in groups, pairs or independently. For example in a Year 2 lesson pupils were first asked to think about the sounds associated with the letters 'ea', to then spell the words they had considered before finally identifying and writing them from a well chosen poem including a range of words containing the sounds they had been learning. Pupils throughout the school are encouraged to listen carefully and to respond to questions politely and thoughtfully. For example in a Year 1 lesson, pupils were asked what words they thought could fill in blank spaces in limericks. Pupils are given regular opportunities to read a variety of texts both with the teacher and independently. Pupils are keen to participate and are enthusiastic when asked to read. For example in a Year 6 lesson they willingly read poems associated with the seasons including the Japanese form of poetry known as 'haiku'.

Pupils are encouraged to evaluate their work and to assess the extent to which they have achieved the objectives of the lesson. For example in Year 5, teachers encourage pupils to rehearse what they intend to write with a 'response partner' before sharing their work with the remainder of the class who then make constructive comments about how they could make improvements. The positive learning ethos and the very good relationships that prevail, give pupils confidence to express their ideas, knowing that their views will be respected. By the time that pupils leave the school at the end of their time in Year 6, the majority speak clearly, with confidence and use vocabulary appropriate to the occasion. Standards in speaking and listening exceed those generally expected of eleven-year-olds.

86. By the end of Key Stage 1, the attainment of most seven-year-old pupils in reading exceeds national expectations. Achievement is good. During lessons pupils are prompted to read accurately, expressively and to talk about the content of what they have read. For example when reading tongue twisters pupils in Year 2 are asked to consider the opening sounds of the words in order to help them read faster and with greater confidence. Higher attaining pupils are beginning to work out the meaning of unfamiliar words and phrases from the context of what they have read such as suggesting an appropriate meaning for the phrase 'an accusing look'. Lower attaining pupils develop a good range of strategies in order to read unfamiliar words. They make effective use of their knowledge of the sounds letters make and the clues contained in both the text and illustrations. By the end of Key Stage 2, eleven-year-old pupils read fluently and with good expression. They show very good understanding of what they read being able to recall the plot and talk confidently about the characters in their books. Teachers pay close attention to the text during lessons which helps pupils to develop their reasoning and deductive skills. For example, in a Year 4 lesson examining the work of the author Anne Fine, the teacher paid close attention to the meaning of the words in the text and through careful questioning helped pupils to come to an understanding of the character in the story. When reading aloud, higher attaining pupils reveal a very secure knowledge of the text and engage the attention of their audience through their expression and fluency. Lower attaining pupils read fluently though with less expression. When asked, pupils are able to retrieve information quickly and efficiently using both dictionaries and reference material. They understand how the library is organised and can quickly find the reference books they need. Many pupils read regularly to their parents at home which helps to build and consolidate their skills.
87. The school regularly analyses the results of tests and assessments and has effectively addressed many of the issues these analyses have raised. An example of this is with regard to spelling. The teaching of spelling patterns during the literacy hour is of very high quality; pupils are given spellings to learn on a regular basis and teachers have developed a range of strategies to promote spelling across the curriculum, for example displaying 'science words of the week' in classrooms in Key Stage 1. As a result pupils are achieving above national expectations in spelling at both key stages.

88. By the end of Key Stage 1, seven-year-olds write for a good range of purposes and audiences. They write stories; instructions for the use of toys in design and technology; adverts for houses as part of their work on Little Red Riding Hood; simple evaluations of scientific experiments and poetry. Their handwriting is neat. Higher attaining pupils are beginning to join letters together. Pupils spell simple words accurately. They write sentences that are punctuated accurately with full stops and capital letters. Higher attaining pupils use speech marks with increasing accuracy. When writing longer pieces of work, higher attaining pupils organise their work well and make good use of their developing vocabulary to engage the interest of the reader. Pupils are confident writers and quickly compose their own tongue twisters to share with their classmates.
89. By the end of Key Stage 2, pupils' writing is of high quality. Pupils understand the need to change their style in order to reflect the audience for whom the writing is intended. They write both formally and informally with equal assurance, for example writing a letter as if they were a solicitor and a personal diary entry reflecting an imagined incident during the Second World War. Pupils construct sentences carefully and use punctuation accurately. They know when and how to use paragraphs. As a result their writing is very well organised and ensures that the reader's interest is engaged and sustained throughout the piece. During lessons teachers are at pains to draw attention to the detail in text. In a Year 6 poetry lesson, for example, pupils were asked to consider the use of words to convey specific meaning about the seasons. This extends and enriches their vocabulary which they then use in their writing. Regular opportunities for the verbal rehearsal of writing helps pupils to organise their thoughts before they commit themselves to paper and redrafting of first attempts help to refine the finished product. Pupils understand the importance of this process and are happy to edit their work in order to improve its quality.
90. Overall the quality of teaching is very good. The quality of teaching in the classes for five to seven-year-olds is good. In the classes for seven to eleven-year-olds it is very good. The teachers' knowledge and understanding of the subject are very good and they teach the basic skills effectively. As a result, pupils' acquisition of skills, knowledge and understanding is good in the classes for five to seven-year-olds and very good in the classes for seven to eleven-year-olds. For example seven-year-olds know the link between graphemes and phonemes and use these terms accurately and eleven-year-olds know when to use a colon in the writing of poetry. Teachers' planning is thorough and makes explicit what they intend pupils to learn and how they intend to promote and secure the learning during lessons. They have high expectations of what pupils should be able to achieve and are tenacious and persistent in their pursuit of high standards. This was evident in a Year 2 lesson where pupils were asked to consider the similarities and differences in the words 'Chloe' and 'clever' in order to further develop their knowledge of the link between letter blends and sounds. Teachers make particularly good use of a range of questioning techniques during lessons. They extend and develop pupils' knowledge and understanding of text especially well encouraging and

supporting them to concentrate on the detail of what is being read in order to deepen their understanding. For example in a Year 5 lesson, pupils' understanding of the convention of the comic strip was considerably enhanced through questions relating to layout, choice of illustration, style and size of font as well as the type of vocabulary used. Teaching methods are very effective.

91. There is a strong emphasis on oral work which consolidates and sharpens pupils' speaking and language skills. This is always followed by appropriately demanding work designed to consolidate and extend learning. Learning objectives are made clear to pupils at the beginning of lessons and they are encouraged to assess the extent of their own learning. As a result pupils make accurate judgements of what they have achieved. For example in a Year 1 class, pupils were able to state that certain poems could be described as limericks because they conformed to a rhythm previously established. The management of pupils is very good in all classes and, as a result, pupils including those with special educational needs and the few for whom English is an additional language, make good progress. The use of time, support staff and resources is very good in all classes and pupils' productivity and pace of working is good, as a result. Pupils' interest, concentration and independence are very good throughout the school. They benefit from the excellent relationships developed and sustained with their teachers. Homework is used well to reinforce and extend work within the lesson.
92. The quality and use of learning opportunities are good. The appropriate statutory curriculum is very securely in place. The breadth, balance and relevance of the curriculum is good. The provision for pupils with special educational needs is very good and it is good for the few pupils for whom English is an additional language. The procedures for assessing pupils' attainment and progress are very good. Assessment of pupils' knowledge of initial sounds, blends and high frequency words takes place each term in the reception class and in the classes for five to seven-year-olds. These are followed by regular assessments of spelling and writing in the classes in Key Stage 2. Pupils in Years 3, 4 and 5 complete optional national tests in English. Pupils throughout the school are regularly assessed on the progress they are making in reading. The use of assessment information to guide planning is very good. Teachers keep reading and spelling records to establish attainment and progress. Individual reading and writing records are updated termly and are used to identify progress as well as areas for development. Teachers are beginning to use this information to set individual targets for pupils.
93. The co-ordinator has only been in the school since September but she has already made a good contribution to developing the subject, especially in the teaching of writing. She gives strong support to other teachers and learning support assistants for example in the development of spelling. She manages the literacy budget efficiently, oversees resources and ensures that they are used well to promote learning. The monitoring of teachers' plans and pupils' work, as well as teaching and learning in each classroom, is effective and is seen positively by all staff. Clearly, progress this year has been good and there is a strong capacity for continued improvement.

MATHEMATICS

94. By the end of Year 2, seven-year-old pupils attain standards that exceed national expectations, as was the case at the time of the last inspection. By the end of Year 6, pupils' attainment is well above the standard expected of eleven-year-olds and significantly better than at the time of the last inspection. These findings were largely reflected in the National Curriculum tests for seven and eleven-year-olds in 2000. In the tests for seven-year-olds the school's performance was above average when compared with all schools and average when compared with similar schools. In the tests for eleven-year-olds the school's performance was above average both when compared with all schools and when compared with similar schools. Test results declined in 2000 due largely to a higher proportion of pupils with special educational needs in the groups that took the tests. There is evidence that the results in 2001 for both seven and eleven-year-olds will be better than last year's. Achievement in lessons is good in Key Stage 1 and very good in Key Stage 2. Standards rise as pupils' progress through Key Stage 2. The National Numeracy Strategy is taught well and helps to improve the standards pupils attain. There are increasing numbers of pupils entering school at Key Stage 1 with special educational needs but effective intervention enables them to achieve well and attain good results by the end of Year 2.
95. The school's performance declined in 1999 because too few pupils exceeded the national target of Level 2 for seven-year-olds and Level 4 for eleven-year-olds and too few attained the higher Level 3 and Level 5 standards. The strategies now in place to boost the performance of higher attaining pupils shows the determination of the school to increase the numbers of pupils that attain the higher standards. The benefit of sustained very good teaching has not yet worked its way through the school and has not yet had a full impact on national test results. On average over the past three years National Curriculum test results for eleven-year-olds indicate that there has been a difference between the attainment of boys and girls and the difference is greater than the national discrepancy. Boys are over a term behind the girls in their attainment and this may indicate that boys are under-achieving though during the inspection no evidence of any difference between the performance of boys and girls was evident.
96. There has been good improvement since the last inspection. The standards that eleven-year-old pupils attain are higher than they were in 1997. The standard of teaching has improved in Key Stage 2 and the National Numeracy Strategy has been very effectively introduced. The subject is well managed, the staff have had very good training opportunities, classroom assistants are well briefed, and parents make a good contribution by supporting regular homework. A key ingredient of the success of the National Numeracy Strategy is the use of assessment to inform lesson planning. The results of assessment are used to plan the next steps in learning and to highlight where pupils require extra support. For most lessons pupils in Year 6 are grouped by ability which assists teachers to plan very well for pupils' widely varying stages of

development and allows pupils with special needs to work in a small group to consolidate and extend their learning and progress at a suitable pace.

97. Pupils' achievement in the classes for five to seven-year-olds is good and for some higher attaining pupils it is very good. By the end of Key Stage 1, many pupils are confident in multiplying and have mastered the 2,3,5, and 10 times tables. Most understand the notion of fractions of whole numbers and many appreciate that three quarters is larger than two thirds. They round numbers of less than 100 to the nearest ten. Pupils in Year 2 record data from tally charts onto pictograms and block graphs. They tackle word problems to do with money, know about right angles, and describe the properties of two and three-dimensional shapes using correct mathematical terms. They investigate three-dimensional shapes to discover the numbers of vertices and edges, and know about aspects of measures such as time, weight, height, and money.
98. In the classes for seven to eleven-year-olds, pupils achieve well and (make very good progress) as they build their skills in mental and written calculations. Pupils calculate by using strategies involving the use of multiplication tables, doubling, halving, rounding and estimating in mental sessions. In Year 3, pupils mentally calculate the prices of items in a 'half- price sale' whilst in Year 4 pupils learn to partition tens and units to make multiplication easier. Those who cannot keep all the numbers in their heads are encouraged to jot down numbers, and pupils with special educational needs are supported and encouraged by the help of the classroom assistant. Pupils in Year 5 find Value Added Tax on items by calculating 10 per cent, halving to 5 per cent and then 2.5 per cent to achieve 17.5 per cent and higher attaining pupils add on the VAT to find the total price of items from a catalogue. They learn their multiplication tables for homework and revisit them in class to ensure secure knowledge. Higher attaining pupils in Year 6 calculate 10 per cent and 5 per cent of decimals and understand how shifting a decimal point affects the value of a number. Lower attaining pupils in Year 6 work hard to understand percentages and their equivalent fractions. The middle set in Year 6, answer quick fire questions such as $380+750$ calculated mentally and explain how they did the sum. By the end of Year 6, they are adept at finding different ways to calculate answers. During the written part of the lessons, pupils work well independently and rarely waste time. They discuss with each other how to tackle problems and use calculators skilfully to check answers. Throughout the school, pupils present neat work showing care in their presentation. In Year 4, pupils use their skills of measuring and calculating to find out how much wood they need to make a garden shed. They also find out the cost of items from the garden centre and calculate which and how many plants they can buy for £5.00. Pupils in Year 6 held a mini-General Election in their class, having first written manifestos for the different parties, and represented the election results in a pie chart as well as line and block graphs.
99. Overall the quality of teaching is very good; it is good in Key Stage 1 and very good in Key Stage 2. There were many areas of strength common to both key stages. The numeracy hour is effectively planned and most lessons move at a brisk pace. A key strength which makes a strong contribution to the quality of

teaching is teachers' thorough and detailed planning. Plans describe clear learning objectives for different groups of pupils at varying stages of development and in the best lessons these intentions are shared with pupils at the beginning of the lesson and are reviewed at the end. Pupils' work is assessed carefully and the results are used well to adapt weekly planning for consecutive lessons. Teachers ask challenging questions and pupils responses show good gains in knowledge and understanding. When they are unsure, most pupils are comfortable about asking for clarification. Teachers encourage pupils to discuss problems with partners and to help others when they have finished their own work. Teachers are very aware of pupils' differing needs and together with learning support assistants do their utmost to ensure pupils have positive learning experiences. The methods that teachers use, and the resources employed, make the subject challenging, but fun. For example, pupils in Year 2 handle and construct three-dimensional shapes from interlocking plastic two-dimensional shapes. In year 3, higher attaining pupils rise to the challenge of finding the best deals in a leisure centre brochure. Appropriate challenges to extend the higher attaining pupils are carefully planned. In year 4, after calculating that five minutes on a clock face represents 30 degrees, pupils calculate the angle of turn for one minute. The highest attaining pupils in Year 6 work on questions about percentages from Level 6 test papers designed for much older pupils. Where teaching is less successful it is because the pace of the lesson is too slow, sometimes due to an over long session of mental mathematics or the teacher talked for too long and as a consequence pupils' thoughts wandered and they lost concentration.

100. Teachers use opportunities well in other subjects to consolidate and extend skills in numeracy. Time lines are used in history to help pupils to gain an understanding of chronology, map reading skills in geography reinforce mathematical principles such as grid references and in science pupils record numerical results as they read from a range of scales on measuring equipment such as thermometers and scales. The use of computers to support and enhance teaching and learning is underdeveloped. Procedures for assessing pupils' attainment and progress are very good. The use of assessment to adjust plans to meet pupils' specific needs is a continuous process. There are regular mental tests, and termly topic tests to identify any areas where groups or individual pupils need extra support.

SCIENCE

101. By the end of both key stages, pupils attain standards that exceed national expectations. These findings are comparable to those of the last inspection when standards were above average. The National Curriculum tests for eleven-year-olds in 2000 showed that the school's performance was average when compared with all schools but below average when compared with similar schools. This is because fewer pupils attained the higher Level 5 standard than nationally. The school had a high turnover of pupils from Key Stage 1 to Key Stage 2 and the influx of pupils from elsewhere caused a lack of continuity in their learning and had an adverse effect on standards. Those

pupils who started their education in the school and received greater continuity of teaching, achieved very well. For example eight pupils who reached the national target of Level 2 in Key Stage 1 assessments, attained the higher Level 5 standard in the Key Stage 2 tests. As a result of tests and assessments the school identified a need to give greater emphasis to investigative and experimental science. Initial indications from the National Curriculum tests and assessments for 2001 show that results are likely to be significantly better this year than last.

102. Inspection findings reveal that pupils undertake a range of appropriate science activities covering all strands of the subject. Scientific enquiry is now a particular strength, permeating all aspects of study. From the start, pupils are expected to use simple apparatus and equipment correctly, ask questions about their science work, use focused exploration and investigation to acquire knowledge, skills and understanding and attempt to explain their discoveries before drawing conclusions using scientific understanding and scientific vocabulary.
103. In Key Stage 1 pupils achieve well. By the end of the key stage they have securely grasped the principles of a fair test. In their work on forces, for example, they compare the speed of balls travelling over ramps, starting from the same point each time. They can classify the 'minibeasts' they have observed in the school pond, noting both the similarities and differences. They sort food into appropriate groups to help determine a healthy diet. They can put together a simple electrical circuit and in their studies on the properties of materials are beginning to recognise conductors and non-conductors. Pupils of below average attainment make simple predictions about plant growth and describe their experiments satisfactorily using structured worksheets to record their findings. Most pupils make predictions in greater detail, produce well organised evidence and give explanations in their own words. The higher attaining pupils produce a greater range of illustrations and examples in their work, measure accurately, and express their conclusions very well. They define for example 'habitat' and correctly label the stems and roots of the plants they draw. They confidently produce advice about what to do and what not to do in order to stay healthy. They work with an enthusiasm and an ease that suggests that even above average demands do not take them to the limits of their ability.
104. Achievement is good in Key Stage 2. By the end of the key stage, pupils have developed a good understanding that science is about establishing connections between cause and effect and that it is important to test ideas with evidence from observations. In work on light for example, pupils created graphs after their experiments on shadows to see if there were any results which did not fit the pattern of the majority. They showed good numeracy skills, especially the higher attaining pupils, as they work on graphs to illustrate their findings after investigating light and shadows. In work with mirrors pupils correctly referred to the angles of incidence and reflection. Pupils predicted outcomes from their observations, and explained some anomalies honestly: 'The angles are different because we didn't hold the mirror steady'. Books and

displays show that a wide range of work has been covered. Whilst lower attaining pupils and those with special needs receive more support material, they do not tackle simplified tasks. Their powers of expression are not as well developed as those of their classmates but their ideas and conclusions are closely matched. Pupils have produced some good work on sound and vibration, that make practical links with work in music. In work on solutions, filtration, combustion, and biological decay for example, pupils have shown that they can make logical hypotheses, try these out, then present their findings clearly with correct vocabulary and, where appropriate, correct scientific symbols.

105. The quality of teaching and learning is good overall at both key stages. The subject co-ordinator is a science graduate whose dynamic approach communicates itself to pupils and teachers alike. She regularly makes focused observations of lessons, which helps non-specialist colleagues to ensure that all pupils receive appropriately demanding work. Lessons are well planned, to cover all aspects of the curriculum. They are organised well so that pupils work at a brisk pace as they build their skills with interest and concentration. Good questioning makes pupils think hard. Plentiful opportunities to experiment and investigate foster independent and enquiring minds. In a rare case of unsatisfactory teaching which at times ignored pupils' contributions, pupils' well-established eagerness to discover for themselves meant that they attained satisfactory standards anyway. Pupils with special educational needs are well supported, and make good progress in relation to their prior attainment. Pupils' attitudes and behaviour in lessons are good at both key stages. Pupils in Year 2 were at times a little noisy, due mostly to the joy of discovering that when all the electrical components were put together correctly, a circuit actually worked. Pupils show great interest in the activities and are very keen to answer the teachers' questions, replying with enthusiasm and confidence and working quietly and conscientiously. Pupils enjoy their lessons. Boys and girls work well together in groups. The very good relationships between all pupils are especially apparent where teachers encourage groups of higher attaining pupils to work with lower attaining pupils. Higher attaining pupils in Year 2 clearly emerged as leaders and adopted a systematic approach to building a circuit, but took care not to denigrate the 'hit and miss' approach of some classmates.
106. The school has successfully adopted a nationally recommended scheme of work for the subject. Resources are good and are used well. Assessment is good. At the end of each topic, assessments of pupils' knowledge and understanding are made and the results recorded. Assessments are made against the criteria in the National Curriculum. Pupils' strengths and weaknesses in each strand of the subject are apparent as a result of the assessment procedures and appropriate action is taken. A portfolio of work that includes samples of work of differing levels is being put together to support teachers' judgements. Targets are being introduced at the start of the different themes or units of study, and pupils in Key Stage 2 already make their own evaluations about how well they are doing.

ART AND DESIGN

107. Standards in art are in line with national expectations by the age of seven and eleven and pupils make satisfactory progress overall. Since the last inspection, when standards and progress were good at both key stages, standards have been maintained in Key Stage 1 but in Key Stage 2 they are not as high as they were. Since the last inspection, time for art has been reduced and it is now taught in half term topics from a new nationally recommended scheme of work. At present the cumulative, systematic development of skills, knowledge and understanding is not secure so that progress is disjointed and skills are not developed step-by-step. As a result, standards, especially in Key Stage 2, are not as high as they should be. Much of the work is sensibly linked to work in other subjects; for example portraits and symbolism from contemporary Tudor portraits form part of the work in history, Kenyan landscapes are linked to geography and the work of illustrators is linked to work in literacy. Topics have strong links to the work of famous artists so that pupils are knowledgeable and appreciative of their art. Having visited the National Gallery, ten-year-olds talk of favourite artists such as Picasso, Monet, and Van Gogh.
108. By the age of seven pupils' achievement is sound. Their observational drawings and paintings show a satisfactory development of skills. Skills involving sewing, handling clay and making collages with different materials are developing steadily. By the age of seven pupils draw and paint people with vigour and imagination. Higher attaining pupils include different expressions on the face and details such as eyes, teeth, beards and spectacles. Pupils experience using pencils, crayons and pastels and explore abstract line patterns using felt tipped pens and crayons. They illustrate imaginative writing linked with science such as books about the senses where each page shows a picture, for example, 'I like the smell of bread.' They experiment with the use of fabrics in collage, and create intricate woven hangings using fabric strips. In their sketchbooks they draw good designs for their puppets which they go on to make in design and technology.
109. Pupils by the age of eleven have printed, studied pattern, created pictures and designs using computer programs, such as carpet designs, learned how to mix colour, and made successful studies of fruits in pastel crayon. Opportunities to work on a large scale, to enjoy painting, and to work in three dimensions are very limited. Nine-year-olds print Tudor symbols and make designs using complex repeating patterns. Ten-year-olds study how body movements are portrayed in the work of artists such as Degas, Eardley and Lowry and compare these with movement represented in photographs cut from magazines. Some pupils use sketchbooks to copy a moving part such as a dancer's feet, a footballer kicking or hands playing the piano. Pupils with natural talent manage the task of representing movement well. Nine-year-olds study landscape and composition through looking at the work of Monet, van Gogh, Bruegel and Cézanne. They note colour tones and varying styles of brush strokes and in pairs they discuss how different effects are achieved.

They make links with their knowledge of photography and chronology, they realise that Bruegel could not have used photographs to help him with his landscape work. They can recognise the work of different painters through differences of style and technique. They use viewfinders to focus on an area of the painting and enlarge it using grid lines to create successful paintings in the styles of the artists studied. They also create dramatic death masks after studying Egyptian sarcophagi.

110. Due to timetabling, it was not possible to observe teaching in Key Stage 1. In Key Stage 2, teaching is good. Lessons are well planned, challenging tasks are set and good use is made of questioning strategies that encourage pupils to look closely at the artefacts they are drawing or the work of the artists they are studying. Most pupils respond eagerly, and are keen to succeed, although some lack confidence because they find the level of skill demanded to complete the tasks daunting. Teachers tend to overestimate pupils' prior knowledge of drawing, but the teaching of techniques is sound. Teaching is less successful where too much time is spent explaining and discussing the work to be completed thus severely limiting time for practical work and diminishing pupils' learning opportunities. The good teaching does not always result in good achievement because the subject is not taught on a weekly basis throughout the year and skills are not built cumulatively. This impedes progress and overall achievement. It is recognised in the school development plan that art is an area for development.

DESIGN AND TECHNOLOGY

111. Although the subject was taught in several classes, it was only possible to see a limited amount of teaching during the inspection. It is therefore not possible to make a judgement on the quality of teaching. Nevertheless pupils' work and discussions with pupils and teachers indicate that standards are in line with national expectations in Key Stage 1 and exceed national expectations in Key Stage 2. There is also evidence that indicates that pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.
112. Achievement is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers provide pupils with good opportunities to develop a variety of skills such as cutting, sticking and joining. For example, pupils in Year 2 make puppets from pieces of coloured material which are either glued or sewn together. Pupils make simple models of a house from card that include hinges to allow the windows and doors to open and close. Good mechanised models, propelled by rubber bands, were made by pupils in Year 2. Pupils are encouraged to work with different materials and tools, and pupils in Year 2 used a small saw to cut doweling for a project that involved the manufacture of mechanical spiders. Skills are developed cumulatively so that pupils can make objects of increasing complexity. Pupils in Year 4 design and build pop-up picture books, whilst pupils in Year 6 use the design process for the production of mechanised toys made out of card and balsa wood which incorporates the principle of the cam. There is evidence throughout the school that the cycle of designing, making,

evaluating and improving is firmly established though opportunities to develop skills are limited.

113. Leadership of the subject is satisfactory. There is a policy document available for teachers. The subject is planned satisfactorily and there is a satisfactory breadth of coverage of the main elements of the curriculum. A nationally recognised scheme of work has been used in the formulation of lesson plans throughout the school. The subject co-ordinator gives support to staff in their planning and monitors their work in Key Stage 2. The subject is taught in six weekly cycles alternating with art and design. This causes a lack of in continuity in learning, as the six weeks when the pupils are not being taught the subject are a time when they cannot practise the skills that they have acquired. Resources are adequate and are being steadily improved.

GEOGRAPHY

114. Due to timetabling arrangements, no lessons were observed in Key Stage 1. Only a small number of lessons was observed in Key Stage 2, too few to make a secure evaluation of teaching. Judgements are based largely on a scrutiny of pupils' work, discussions with pupils, teachers' planning documents and displays of pupils' work. By the age of seven and eleven, pupils attain standards that are in line with national expectations. At the time of the last inspection standards at the end of both key stages exceeded national expectations. Standards are not now as high as they were in 1997 and, given the standards pupils attain in other subjects, they should be higher.
115. In both key stages pupils' achievement is satisfactory. Pupils in Key Stage 1 have a reasonable understanding of location from studies of their own environment. Pupils in Year 1 understand the significance of each line of an address and can see their homes in the context of their town and country. Pupils have created illustrated sales particulars of houses using computers creatively to illustrate their work. They describe different styles of home correctly, using suitable words such as 'semi-detached' and 'bungalow'. By the end of Year 2, pupils have a sound grasp of some of the key features of the town in which they live. They prepare simple sketch plans of the area, and can for example, map-out a route to school. They label correctly such features as a garage, cross roads, and church, They indicate direction correctly, using up to eight points of the compass, but their ideas of drawing to scale are not well developed. They have limited recall of any specific places that they have compared and contrasted with their home town, and they offer few observations about how people influence their environment. After highlighting the major features of a holiday resort for example, even the ablest pupils could suggest few explanations for their position or function. They indicated their preferences, but did not justify their views. They did however, show a clear understanding of features of weather and climate when they noted that it was much colder in the north than in the south.

116. In Key Stage 2, the quality and range of written work is extended satisfactorily. Pupils in Year 3 develop map-reading skills as they use atlases and weather maps. They respond well to probing questions, one pupil for example explained that Scotland was colder than England because 'it's further up, nearer the colder places.' A classmate briskly clarified: 'further north.' They use the term 'equator' with understanding, and comment correctly that temperature increases the closer one gets to it. They use holiday postcards to compare accurately important differences between the climates of Kenya and Norway and they are beginning to draw conclusions from what they observe. By Year 4 their mapping skills are well developed, largely through their studies of an Indian village. They use simple grid references and keys, and show an awareness of scale. In studies of rivers in both Year 3 and Year 5 they appreciate the water cycle and begin to understand some of the reasons for settlements, and why people move. In Year 5 especially they employ a good range of vocabulary such as 'glacier' 'tributary' 'ox bow' 'flood plain' and even refer to 'aerial photography' as a means of collecting evidence. By Year 6, pupils have good knowledge of Kenya, including some appreciation of its culture. They explain the differences in the location of Erith and Mombasa, showing some grasp of patterns of settlement. They make appropriate links to the changes from farming to industry in parts of Kent, and give examples of the effects of land use and pollution. They have however, limited recall of earlier work. Whilst pupils in Year 5 compare the Thames and the Amazon, with reference to environmental issues, pupils in Year 6 could only offer theoretical ideas on preventing damage to the environment that were not supported by examples. They tend to describe rather than evaluate, noting for example that attitudes to coal burning and industrial emissions have changed, without suggesting why. In consequence, they do not identify pertinent geographical questions. They observe correctly that secondary sources such as books and videos may not always provide the best answers, and that visiting, for example, Kenya might prove impractical. They offer the sensible suggestion that 'we'd talk to people who have lived there'. Pupils interviewed did not however, refer to fieldwork experiences and overall their skills of enquiry are underdeveloped.
117. There was insufficient evidence to make a firm judgement about the quality of teaching. In the small number of lessons observed, the good use of resources such as maps, atlases, and videos excited the pupils' interest and held their attention. The teachers' good questioning techniques made the pupils think hard and try to work out the answers for themselves. In contrast, in discussions pupils demonstrated limited experience of research. The quantity of written work completed by pupils is limited and less than might normally be expected.
118. All pupils, including those with special educational needs, enjoy their work and achieve well. They behave very well. Work set for all pupils is broadly similar. The outcomes show an evident difference in observational skills and expression. For example, when studying a rural Kenyan village, a less able pupil noted: 'I was surprised that some people speak English' whereas a higher attaining pupil wrote of a Kenyan home 'I was very surprised because, (although it is small), they have a television.'. A higher attaining pupil in Year 4

showed very good literacy skills in an interesting account of the Indian film industry.

119. Statutory requirements are met. The school has a clear policy and follows a nationally recognised scheme of work. The time allocated for the subject is not below the minimum found in schools in England but is lower than average. Assessment follows the guidelines provided in the scheme of work but its precise format is left to the individual teacher. The co-ordinator monitors a sample of books from each class annually but does not have a clear picture of what is taught well and what could be improved.

HISTORY

120. By the end of both key stages, pupils attain standards that exceed national expectations, demonstrating that the high standards noted at the time of the last inspection have been maintained.
121. Pupils achieve well and in both key stages gain a sound sense of chronology. The use of the time line is helpful in this. This concept is introduced in Year 2 as pupils build on the ideas of continuing time, placing events in order from the past up to the present. Pupils learn that evidence about the past comes from many different sources which need to be interpreted in different ways. This is the basis of our understanding of historical events and is stressed throughout the school.
122. In all year groups, pupils are developing a good factual knowledge of historical events. Pupils in Year 6 study the Victorians and are able to discuss the significance of the Victorian era, relate it well to a timeline and compare it to work studied in previous years. Pupils in Year 5 study World War 2, inspect photographs of the period and make informed deductions about the lives of the people that they are studying. Pupils in Year 4 talk fluently about the clothing worn in Tudor times and compare the schooling of the day with the present time. Pupils in Year 2 write and talk about Florence Nightingale and compare her work with the work of nurses of today.
123. Overall, teaching is good. Teaching is good and occasionally very good in Key Stage 2. It was not possible to make a judgement in Key Stage 1 because it was only possible to observe a limited amount of teaching. Lessons are well planned and teachers approach the subject in a knowledgeable and enthusiastic way. Lessons are conducted at a brisk pace with good use of question and answer sessions. Pupils enjoy their lessons and respond well to their teachers. They participate fully, are keen to ask questions and are very well behaved. Good use is made of objects from the past to enrich lessons. For example, ration books and gas masks are used for lessons about World War 2 and period costume models are used to illustrate lessons on the Tudor period. Homework is set and makes a good contribution to learning. For example, when studying the Second World War, pupils were asked to interview elderly relatives who had lived through the blitz or obtain information from the Internet.

124. Leadership of the subject is good and helps to promote effective learning. The subject co-ordinator gives effective support to staff in their planning and monitors their work annually. There is an effective and comprehensive policy document that provides effective general guidance for teachers. A nationally recommended scheme of work provides a good framework for teachers' lesson planning. The co-ordinator reviews the scheme of work on a regular basis to ensure that it meets the pupils' learning needs and promotes good coverage of the statutory programmes of study. Co-ordinators of history from different schools in the locality meet regularly to pool ideas which are then shared with the rest of the staff.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. As at the time of the last inspection, standards are in line with what is expected nationally of seven and eleven-year-olds. Pupils in both key stages achieve appropriately and are developing their skills confidently.
126. Pupils in Year 1 learn to follow the correct sequence of actions required to access a program, building on the knowledge and skills they develop when operating tape and video recorders. They demonstrate sound skills in using basic operations and explain clearly the sequences they have to follow. All pupils know how to log on to a computer, to log off and close down properly. In Year 2, pupils use word processing skills effectively to create text. They use the backspace, shift and delete keys confidently to make corrections in punctuation and to use capital letters. Higher attaining pupils change fonts and print their work independently. All pupils are familiar with how to save their work.
127. Pupils in Year 3 use a program to correct entries in a simple data base and recognise the importance in being accurate. In Year 4, pupils write an article linked to their study of the Tudors, using and changing the size and style of fonts appropriately. By the age of eleven, pupils have learned to access the Internet, use search engines to find information, as for instance finding out about Kenya to support their work in geography. They record information efficiently by using different headings of a contents list as a guide to ensuring that they answer a full range of questions about the topic being investigated.
128. Pupils, including those with special educational needs, achieve appropriately in relation to their prior attainment. They make particularly good gains in skills, knowledge and understanding when they work in the new computer suite. Here they receive good direct teaching about specific programs and have opportunities to practice and experiment in pairs. Pupils' achievement is closely related to their high levels of motivation. They listen attentively during presentations and are keen to demonstrate their knowledge and skills. They collaborate well when working in pairs and respond positively to requests of help by their peers.

129. The quality of teaching is good overall and has improved since the last inspection. This does not as yet result in especially high standards as the facilities to promote good teaching have only recently been installed and have yet to have a significant impact on standards. The majority of lessons seen during the week of inspection were in the new computer suite. They are well structured to ensure a measured, step-by-step development of skills and have clear learning objectives. New skills are taught effectively through precise explanations and skilful questioning to focus on the key learning points. Good use is made of a review session at the end of lessons to rehearse with pupils the main learning points taught. These sessions provide teachers with opportunities to check that that learning has been effective and that the points taught have been fully grasped. Effective interventions and support for individuals enable all pupils to have equal access to the activities. Pupils are at very widely varying stages of development, partly as a result of the wide range of learning experiences they receive at home. Assessment of pupils' attainment is not fully established and tasks are not, therefore, matched precisely to individual learning needs. This applies especially to the higher attaining pupils, some of whom have particularly advanced skills. The co-ordinator has monitored provision carefully over the past few years and has identified specific areas for development. The need to provide challenging tasks to extend the learning of higher attaining pupils has been recognised but there are as yet no procedures to ensure that they attain the levels of which they are capable.
130. Provision since the last inspection has improved with access to a new suite. The use of computers in to support teaching and learning in other subjects is patchy. It is developing well in history and geography but not sufficiently in most other subjects. Insufficient use is made computers for drafting and redrafting written work, for example. The curriculum is enhanced through a club which is well attended, consolidates class-work effectively and offers recreation. Appropriate targets for developing the subject have been identified and are described clearly in the school development plan. The targets for development are clear but the criteria against which to assess the progress of developments are not sufficiently focused on their intended impact on standards. Certain aspects of the subject, such as pupils' access to electronic mail, are under-developed. Assessment procedures are being developed and monitoring of standards have been identified in the school development plan.

MUSIC

131. Pupils' attainment in music is above the levels expected nationally of seven and eleven-year-olds and standards have been maintained since the last inspection. The majority of pupils, including those with special educational needs and those with English as an additional language, make rapid progress and their achievement is good and often very good. Pupils have a range of opportunities to practise music making in class, in groups with visiting specialist teachers and in after school activities such as playing in the school orchestra.

132. Pupils in year 2 sing well and with great gusto. They listen to music and identify how different sounds are made. They match the sounds accurately with the instruments that make particular sounds. They can distinguish between the sound of a cello and that of a violin for example. They describe and mimic the action of tapping, scraping and shaking in response to pictures prepared by the teacher as a prompt. This leads towards a greater understanding of how symbols can represent different sounds. Pupils demonstrate their understanding of such symbols by demonstrating how different instruments are played by miming the appropriate action. In Year 4, pupils listen to contrasting pieces of music and record their effects in pictorial form, showing understanding of how elements like pitch and volume can create a particular effect or mood. They use a range of pictures as a starting point to produce compositions reflecting the various moods, record these on tape with the rest of the class listening and offer explanations of their intentions. By the age of eleven, pupils sing with confidence, enthusiasm and clarity. They learn a wide repertoire of songs and singing is enhanced through a regular programme of hymn practice. Pupils listen to a wide range of music in lessons and assemblies and this contributes to their cultural development.
133. The majority of pupils make good progress in the development of skills, knowledge and understanding. Pupils' attitudes contribute positively to the standards being achieved. They participate in lessons with great enjoyment, and persevere in their efforts to improve their performance. They work well together, showing respect for each other's talents and collaborate effectively in group performances. They treat instruments with care and readily help when they need to be moved or stored away.
134. The quality of teaching is very good overall and is often it is excellent. Singing is taught well throughout the school and pupils have regular opportunities to sing in unison in both key stages. Much of the musical knowledge arises naturally from practice which enables pupils to develop a good grasp of musical elements. Learning objectives are shared with the pupils which ensures that lessons are purposeful. Teachers give effective explanations and clear demonstrations that enable pupils to develop a good grasp of the key elements of the subject. Teachers build effectively on skills and knowledge acquired previously. Teachers maintain high expectations of pupils' behaviour and performance. Pupils are encouraged to work effectively on group compositions which they share with their peers. Teachers have good knowledge of the subject and a number of staff play an instrument. The visiting music specialist who takes classes of younger pupils, including those in the nursery, makes a strong contribution to the firm foundations that are laid for further learning.
135. The provision for music is greatly enhanced by the range of extra curricular activities on offer, the instrumental tuition and the many opportunities pupils have to practice and improve their singing. Pupils also visit a number of musical venues like the Barbican and the Festival Hall and benefit from exposure to the work of a range of professional musicians. The co-ordinator

has a good overview of the subject and has used the results of her monitoring effectively to enhance the quality of teaching. She provides effective guidance to her colleagues, which has a positive impact on standards, and identifies staff development opportunities. There is a good range of resources and these are used well. The excellent school orchestra is a distinctive strength of the school.

PHYSICAL EDUCATION

136. During the week of the inspection it was only possible to observe lessons in games and athletics. However, teachers' plans indicate that the full range of activities take place and the statutory programmes of study are taught. A broad and balanced programme has been devised that fully meets the requirements of the National Curriculum.
137. Due to insufficient evidence it is not possible to make judgements about the standards achieved by pupils at the end of Key Stage 2 but seven-year-old pupils at the end of Key Stage 1 attain standards that are in line with national expectations. The available evidence indicates that the school has maintained the average standards observed in the previous inspection.
138. Pupils in the classes for five to seven-year-olds practice the athletic events of jumping and throwing. They are beginning to develop evaluative skills and can suggest how to throw a ball further and what happens if you throw it too high – 'it lands too close to you'. Pupils understand that in jumping it is important to 'swing your arms' if you want to maintain balance. In games pupils throw and catch beanbags and foam balls with appropriate control and accuracy though they do not always take account of the catcher's ability. All lessons begin with a warm up and teachers take care to explain why, with the result that pupils' understanding of the purpose of this type of activity is very secure. Pupils' behaviour during lessons is very good and they follow rules and instructions very well.
139. Pupils in Key Stage 2 jump dynamically and show good control of their movements. Good links are made with other subjects as when they measure the distance they jump accurately using a tape measure. Pupils co-operate well with each other and appreciate the need for teamwork in games. They too understand the necessity to warm up prior to exercise and explain in detail the effects of physical effort on their bodies. By the end of Key Stage 2 the majority of pupils are able to swim 25 metres or more.
140. Pupils' attitudes to physical education are very good. They enjoy the subject and are enthusiastic and well motivated. They have a mature approach, listen attentively; carry out instructions without fuss and respond well to the expected and established routines and standards of behaviour. Pupils co-operate very well with each other and this adds to their enjoyment of and enthusiasm for the subject. They are able to work with the minimum of supervision, being trusted

to organise themselves and the equipment they need. This makes a good contribution to their personal development.

141. Across the school teaching is satisfactory overall and some lessons observed were of very high quality. Teachers are generally secure in their subject knowledge and plan lessons well. They build on previous learning and develop skills systematically. The majority structure lessons effectively and ensure that pupils warm up and cool down properly. Teachers manage pupils very well, with a consistent emphasis on safety both before and during lessons. Lessons are well organised; proceed at a brisk pace and are purposeful, ensuring plenty of activity. In the better lessons teachers regularly give pupils the opportunity to plan and evaluate their own performance as well as the performance of others. In the best lessons teachers ensure that the skills they want pupils to learn are regularly reinforced through careful questioning. This in turn provides an excellent model for the pupils themselves to act as 'coaches'. For example in a Year 2 lesson the teacher grasped opportunities to ask pupils, 'What happened when?', 'Did you notice that?', 'If you did this what do you think would happen.....?' Teachers run a popular 'Summer Sports Club' after school. It is well supported by pupils and makes a good contribution to the development of skills. Throughout the year an appropriate range of extra-curricular clubs take place giving pupils the opportunities to develop and extend their prowess.