

# INSPECTION REPORT

## **RANGEFIELD PRIMARY SCHOOL**

Bromley, Kent

LEA area: Lewisham

Unique reference number: 100699

Headteacher: Mrs M G Ayres

Reporting inspector: Ms Ruth Frith  
2490

Dates of inspection: 20 – 23 March 2000

Inspection number: 197612

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

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Rangefield Road  
Downham  
Bromley  
Kent

Postcode: BR1 4RP

Telephone number: 0181 698 3112

Fax number: 0181 695 1753

Appropriate authority: Governing Body

Name of chair of governors: Mrs P Daley

Date of previous inspection: 22 September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ruth Frith	Registered inspector	Information technology	What sort of school is it?
		English as an additional language	What should the school do to improve further?
			How high are standards a) the school's results and achievements
			How well are pupils or students taught?
Christine Haggerty	Lay inspector		How high are standards? b) pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Linda Murgatroyd	Team inspector	Art	How good are the curricular and other opportunities offered to pupils or students?
		Religious education	
		Under fives	
Bill Bowen	Team inspector	Mathematics	How well is the school led and managed?
		History	
		Music	
Kevin Johnson	Team inspector	Science	
		Design and technology	
		Equal opportunities	
		Special educational needs	
Peggy Waterston	Team inspector	English	
		Geography	
		Physical education	

The inspection contractor was:

Cambridge Education Associates Ltd

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The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Rangefield Primary School is a community school providing education for both sexes and all abilities from age 3 to 11 years. There are 55 children aged under five, 37 of whom attend part-time. There is a nursery with 25 places available in each session and children enter with a range of experiences. Some have attended a pre-school playgroup but few have well-established personal, social and learning skills. A total of 377 pupils attend the school (205 boys and 172 girls). This is larger than the average primary school. Data gained from assessing the children's attainment on entry to compulsory education indicates that it is below the nationally identified Desirable Outcomes for Learning in language and literacy, mathematics, personal and social development. The school serves the children of families who live on the Downham Estate, which is recognised as being disadvantaged in socio-economic terms. The number of pupils entitled to free school meals is well above the national average. The ethnic background of the pupils is diverse but reflects the local population, which is mainly white. The percentage of pupils speaking English as an additional language is high compared with schools nationally. The percentage of pupils identified with special educational needs is slightly above the national average and the percentage of pupils with a Statement of Special Educational Needs is below the national average.

### **HOW GOOD THE SCHOOL IS**

The school is effective in providing good experiences for children on entry to school and systematically developing their good attitudes to learning and behaviour. Pupils become more responsible and mature as they progress through the school and develop good relationships with others. At both Key Stage 1 and Key Stage 2, pupils receive a broad curriculum and this supports their enthusiasm for learning. They develop their intellectual, physical and creative skills by becoming interested and concentrating well. The quality of teaching is good with the under fives and satisfactory in Key Stages 1 and 2. Although the majority of pupils make satisfactory gains in learning, this is from a below average base on entry to school and consequently the gains made are insufficient to bring them up to the national standards. The leadership and management of the school are satisfactory. Staff and governors have a clear view of the areas for development and a strong commitment to raising standards. The school's financial planning has been adversely affected by an unexpected reduction in the budget due to a fall in the school roll. However, the school has responded to this appropriately. Day-to-day administrative arrangements are good and financial arrangements orderly. Taking all these factors into account the school provides satisfactory value for money.

#### **What the school does well**

- The teaching of children under five in full-time education is good and this helps them to make good gains in their learning.
- Pupils receive a broad and interesting curriculum, which stimulates their learning across a range of subjects.
- Pupils have good attitudes to learning and are generally well motivated and interested in their work.
- Provision for promoting pupils' moral and social development is good and this results in good behaviour.
- There is a good rapport between staff and pupils; they manage them well and this results in pupils developing good personal skills.
- Pupils show initiative and take personal responsibility for their actions.
- The management and monitoring of provision for pupils with special educational needs are good.
- Procedures for health and safety and for ensuring pupils' welfare are good.

#### **What could be improved**

- Standards of attainment in English, mathematics and science at both key stages.
- Pupils' attendance.
- The roles of senior management and subject co-ordinators to ensure that the curriculum and teaching are monitored, evaluated and developed effectively.
- The contribution and involvement of parents in their children's learning.
- Provision for swimming due to the lack of availability of an accessible swimming pool.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997 when it was judged to have serious weaknesses and the standards achieved by pupils, the quality of education provided, the climate for learning and the management and efficiency of the school were requiring some improvement. Progress towards addressing the key issues identified in the last report is satisfactory overall considering the background of high staff turnover, particularly at senior and middle management level, and changes in the governing body. There remain areas of weakness, which need to be addressed if the school is to continue to improve, but appropriate plans are in place and the school has the staff with the expertise to support further development.

There have been improvements in reading, mathematics, science and information and communication technology at both key stages and in religious education at Key Stage 2. This is due, in the main, to developments in the curriculum and the school's planning and assessment, together with improvements in the quality of teaching. Staff have received appropriate staff development and this has improved their knowledge and expertise. There have been improvements in the monitoring of teaching and the curriculum but, due to changes in staffing, the impact of these activities is not as great as it might have been and they still remain areas for further development. A full information and communication technology curriculum is taught across the school and there have been significant improvements in provision through the development of a computer suite. The provision for pupils' spiritual, moral, social and cultural development is now good overall due to the consistent implementation of the school's behaviour policy and the good examples which teachers promote in their daily interactions with pupils. Provision for pupils with special educational needs has improved at Key Stage 2. The school now meets all its health and safety requirements. Despite work done by the school to improve attendance, the rate remains unsatisfactory and more needs to be done. There is also still an inconsistent approach to the setting of appropriate homework. Due to the closure of the local swimming pool, the school still does not meet its requirement to provide swimming lessons at Key stage 2.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	E*	D	well above average A above average B average C below average D well below average E very low E*
Mathematics	E	D	E	D	
Science	E*	E	E	D	

The information in the chart shows that pupils' attainment in 1999, at the end of Key Stage 2, was well below the national average in mathematics and science and very low in English. This indicates that standards have remained broadly the same since the last inspection. When compared with similar schools, attainment was below average in English, mathematics and science. These results reflect a particular year group of pupils, a quarter of whom were identified as having special educational needs and experienced difficulties with reading and writing. Records also indicate that a significant number of pupils either move out of the school or join the school at times other than the usual admission and leaving periods. In that year group, just over a half of the pupils had been in the school from reception to Year 6. The trend in the school's average National Curriculum points for all core subjects is broadly in line with the national trend over the last four years.

Through observing lessons, talking with pupils and looking at their work, the inspectors found that there is a satisfactory trend of improvement at both key stages in reading, mathematics, science and information and communication technology and in religious education at Key Stage 2. Due to these improvements, the school has raised its targets for the current Year 6 pupils. These are now challenging targets and reflect an increase in the percentage of pupils gaining the level expected for their age. In English, mathematics and science, standards remain below those expected nationally but the adoption of the National Literacy and Numeracy Strategies, together with improved planning and assessment, for example in science, result in pupils making satisfactory gains in their learning. Information technology is a developing subject and changes in the curriculum, improved staff training and the introduction of a computer suite have resulted in Year 2 pupils achieving average standards. However, pupils in Year 6 have not had sufficient opportunity to benefit from these changes. Although they make satisfactory gains in learning, these are insufficient to bring them to the levels expected nationally. In religious education, pupils achieve standards in line with those in the Locally Agreed Syllabus at both key stages in terms of their knowledge and understanding. The quality of their written work, however, does not always provide an adequate picture of what they know and understand. Throughout both key stages, the above average number of pupils with special educational needs, the low proportion of high attaining pupils, the very low rates of attendance and the relatively high level of mobility amongst pupils adversely affect standards of attainment.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and most are keen to learn.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and around the school is good and has a positive effect on their learning. They are polite, inquisitive and welcoming to visitors.
Personal development and relationships	Relationships between pupils and between staff and pupils are good. Pupils develop in confidence as they progress through the school and become increasingly more responsible.
Attendance	Whilst the school has tried a number of initiatives to bring about improvements in pupils' attendance, it remains very low and has a negative effect on the attainment and progress of those pupils who miss school.

The pupils have benefited from the improvement in the school's ethos for learning. Most pupils respond well to the teachers and try to do their best.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

*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.*

The quality of teaching is very good, and in one case excellent, in 11 per cent of lessons, good in 24 per cent, satisfactory in 58 per cent and unsatisfactory in 7 per cent. This indicates an improvement in teaching since the last inspection, particularly at Key Stage 2. The teaching of children under five is good. The teachers, nursery nurses and other staff generally have high expectations and promote the children's self-esteem and independence by showing that they are valued. Teaching in Key Stage 1 and Key stage 2 is satisfactory overall, with nearly a third of lessons being good or better. The teachers' management of pupils is good and this supports their learning as little time is lost in getting pupils to behave. The setting of homework is inconsistent, however, and the work provided does not systematically build on the learning done in school. Across the school, teachers have satisfactorily

adopted the National Literacy Framework but have not clearly thought out how best to adapt it to meet the varying needs of all pupils. Recent developments are having a greater impact on the areas of speaking, listening and reading than they are on writing. Teachers have made a satisfactory start in implementing the National Numeracy Strategy and this has resulted in pupils receiving a wide experience of all elements of the mathematics curriculum. Pupils with special educational needs and pupils who speak English as an additional language make satisfactory gains in their learning as a result of the satisfactory teaching by teachers and support staff.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Across the school, the curriculum is well balanced. In addition, to a greater extent than most schools, the school has maintained a breadth in the curriculum, which offers a worthwhile experience to its pupils. The school does not provide swimming lessons for pupils at Key Stage 2, which is a statutory requirement.
Provision for pupils with special educational needs	Curriculum provision for pupils with special educational needs, with higher levels of difficulty, is good.
Provision for pupils with English as an additional language	Pupils currently receive satisfactory teaching and support in the class to ensure that they make similar progress to that of their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is good. Satisfactory opportunities are provided for pupils' spiritual and cultural development and the daily assemblies contribute positively to the creation of the school as a community.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare, health and safety are good. Teachers do not regularly use information gained from assessing pupils to plan work that builds on their prior learning. The procedures for monitoring and promoting good attendance are unsatisfactory.

Overall, the effectiveness of the school's links with parents are satisfactory and the quality of information given to parents is also satisfactory. However, parents do not always take advantage of the opportunities which the school offers for them to become more involved in their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall, the school is efficiently led and managed against a background of high staff turn over, particularly at senior and middle management level, and changes in the governing body. These changes in staffing have limited the impact of certain developments, for example, that of the role of co-ordinators in relation to monitoring and evaluating the curriculum and teaching.
How well the governors fulfil their responsibilities	Governors are effective in fulfilling their duties and play a satisfactory role in shaping the school's future direction. Governors are interested, involved and supportive of the school and share in the commitment to raise standards.
The school's evaluation of its performance	The school has procedures in place for monitoring and evaluating its effectiveness, for example, by analysing the results of pupils' tests and assessments and plotting their progress over time.

The strategic use of resources	The school appropriately responded to a significant reduction in its budget due to an unforeseen fall in the school roll. Correct tendering procedures are followed and governors seek to obtain the best value for their spending. Specific grants for improving standards and supporting pupils with special educational needs are used appropriately.
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There are sufficient suitably qualified teachers to meet the demands of the curriculum, although a small number are appointed on a temporary basis. The range of experience and expertise of support staff enable them to make a sound contribution to the pupils' learning. Accommodation is satisfactory overall but the school has not developed a library area to support pupils' learning. Resources are sufficient in quantity and quality.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children enjoy going to school.</li> <li>• Parents feel comfortable about approaching the staff if they have any concerns.</li> <li>• Parents are happy with their children's progress.</li> <li>• Children are expected to work hard and do their best.</li> <li>• The introduction of a school uniform.</li> </ul>	<ul style="list-style-type: none"> <li>• More information on how their children are getting on.</li> <li>• Closer links between home and school.</li> <li>• A more interesting range of extra-curricular activities, particularly for pupils at Key Stage 1.</li> <li>• A more consistent approach to the provision of homework.</li> </ul>

Inspectors support the positive views held by parents. Good relationships exist between adults and pupils and most children enjoy going to school. Appropriate arrangements are in place for parents to visit the school and talk with staff and the quality of information provided for parents is satisfactory. However, the school needs to continue to encourage parents to become more involved in their children's learning and the work of the school. The provision of homework is inconsistent and in some classes does not systematically build on the work which pupils do in school. The school promotes a satisfactory range of extra-curricular activities but these are focused on pupils at Key Stage 2.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Results of assessments on entry indicate that the children currently in the nursery had below average levels of attainment, particularly in relation to their personal, social and learning skills. Although overall many children have made good progress, by the time they are five, the attainment of the majority of children is below the nationally identified Desirable Outcomes for Learning in language and literacy, personal and social development and mathematics. In the reception class, the majority of children are interested in their work and keen to learn, although the more formal skills of reading and writing and children's social skills are below what might be expected.
2. In the 1999 Standard Assessment Tests and Teacher Assessments at the end of Key Stage 1, results indicate that, in comparison with all schools, the pupils' attainment was well below the national average in reading, writing and mathematics. When compared with schools with pupils from a similar background, attainment was average in reading and mathematics and below average in writing. These results reflect a fall in standards in reading and mathematics and an improvement in writing since the last inspection.
3. At the end of Key Stage 2, the pupils' attainment in the 1999 Standard Assessment Tests in English was very low and in mathematics and science was well below average, when compared with the national average. These results indicate no improvement relative to other schools since the last inspection. When these results are compared with those of similar schools, pupils' attainment was below average in English, mathematics and science. These results reflect a particular year group of pupils, a quarter of whom were identified as having special educational needs and experienced difficulties with reading and writing. Records also indicate that a significant number of pupils either move out of the school or join the school at times other than the usual admission periods. In this year group, only just over a half of the pupils had been in the school from reception to Year 6. The trend in the school's results is broadly similar to the national trend, although overall attainment is well below average in the past four years.
4. Through observing lessons, talking with pupils and looking at their work, the inspectors found that there is a satisfactory trend of improvement at both key stages in reading, mathematics, science and information and communication technology and in religious education at Key Stage 2. Due to these improvements, the school has raised its targets for the current Year 6 pupils. These are now challenging targets and reflect an increase in the percentage of pupils gaining the level expected for their age. Throughout both key stages, the above average number of pupils with special educational needs, the low proportion of high attaining pupils, the very low rates of attendance and the relatively high level of mobility amongst pupils adversely affect standards of attainment.
5. In English there have been improvements in pupils' attainment in speaking, listening and reading, although these have been insufficient to bring pupils up to the national standards at the end of both key stages. The school has adopted the National Literacy Strategy as the curriculum for English and this has helped to improve teaching in some classes. However, following this framework too rigidly has resulted in some teachers providing work which is too difficult and consequently pupils are not making appropriate gains in their learning. Also, the development of writing is unsatisfactory and pupils' skills, particularly at Key Stage 2, are rather limited. Standards of handwriting are below average and the presentation of pupils' work is unsatisfactory. At both key stages, pupils listen attentively to their teachers and show by their actions and responses that they have understood. In some lessons, opportunities are missed to develop pupils' speaking skills. Many pupils become competent readers as a result of the teachers' careful development of reading through a range of planned activities.
6. In mathematics, pupils reach standards of attainment just below those expected for pupils of 7 and 11 years old. This indicates an improvement over the year due to the teachers' enthusiasm for the subject, their positive relationships with the pupils and their concentration

on developing a broad range of mathematical skills. The school has implemented the numeracy initiative effectively and this is beginning to ensure that pupils receive a balanced curriculum, which supports their learning. The provision of early morning revision sessions is effective in enabling pupils to retain and develop their computation skills. The pupils' presentation of work is sometimes poor and this leads to some inaccuracies in recording.

7. Pupils make satisfactory gains in their learning of science at both key stages as a result of improved teaching and assessment. The progress made, however, is inadequate to bring pupils up to the national standards by the end of Key Stage 1 and Key Stage 2. There are some gaps in the pupils' learning at Key Stage 2, which reflect an unsatisfactory curriculum in the past. These gaps in pupils' knowledge and understanding inhibit their capacity to improve. Teachers are now using national guidance as a basis for their planning and this is beginning to support the improving trend of rising attainment. Pupils' lack of competency in literacy is reflected in their written work and the recording of their investigations is weak.
8. By the end of Key Stage 1, pupils reach average standards of attainment in information and communication technology and this is an improvement since the last inspection. This is due to better teaching, a richer curriculum and improvements in provision and access to computers. Whilst these factors have also improved the provision for pupils in Key Stage 2, insufficient time has passed for pupils in Year 6 to have fully benefited throughout their time in school. Consequently their levels of attainment are below average in control, monitoring, modelling and use of the Internet. However, pupils are making satisfactory gains in their learning throughout both key stages.
9. By the end of Key Stage 1 and Key Stage 2, pupils reach average standards in religious education and make satisfactory gains in learning. This reflects an improvement in standards at Key Stage 2 since the last inspection. Improvements in teachers' subject knowledge and good management skills result in pupils having a sound knowledge and understanding of Christianity and other major religions. Pupils are encouraged to discuss moral issues and demonstrate an understanding of how religion affects people's lives. However, their knowledge and understanding is often at a higher level than their written work suggests. Pupils' work is often poorly presented and lacks depth. An over-reliance on worksheets in some classes restricts opportunities for pupils to write freely and express themselves.
10. At Key Stage 1, pupils make good gains in learning in music and physical education and at Key Stage 2, good gains are made in history. This is a result of effective teaching and pupils' good attitudes to learning. In all other subjects, pupils make satisfactory gains in their learning.
11. No significant difference was noted in the progress or standards of boys and girls during the inspection. Pupils who speak English as an additional language generally make similar progress to that of their peers. Pupils with greater levels of special educational need make good progress towards the targets set in their Individual Educational Plans as a result of the effective support they receive from specialist staff. However, when pupils with special educational needs receive no additional support, some find it more difficult to concentrate and the pace of their learning slows.

### **Pupils' attitudes, values and personal development**

12. Pupils, including those with special educational needs and those who speak English as an additional language, have good attitudes towards learning. They learn well through being involved; for example, during an English lesson at Key Stage 1, pupils were very keen to contribute ideas about aliens and describe what they looked like. They were eager to both ask and answer questions as they began to write a poem. Where teaching is good and the activities are appropriately matched to pupils' needs, the pupils are enthusiastic and concentrate on their work for appropriate lengths of time. This has a positive effect on their attainment and progress. However, when the activities are not closely matched to the needs of the pupils or when the whole-class sessions are too long, then their attention wanders and they begin to chatter and call out. This has a negative effect on the standards achieved. Generally, pupils work together co-operatively. They concentrate well when working in small groups and when not under direct teacher supervision. Pupils respond well to the encouragement of

teachers and support staff, although on occasion some staff can be a little abrupt when talking to pupils.

13. Overall, the behaviour of pupils is good and this has a positive effect on learning and the standards achieved. Pupils are very well behaved when moving around the school, at lunchtime and during assemblies. They respect the grounds, the buildings and the furniture, which show no sign of graffiti or vandalism. Behaviour in the classrooms is generally good and sometimes very good. Pupils are polite, inquisitive, friendly and welcoming to visitors. Pupils with special needs are fully integrated into the life of the school. Staff have high expectations of behaviour but there is sometimes a lack of acknowledgement when pupils have behaved well or produced some good work. Some pupils in Key Stage 2 report that they miss the reward system that used to be in place, when they were awarded stars for good work or good behaviour. Pupils know and understand the reason for the use of sanctions in the school. There was no evidence of bullying during the week of the inspection and pupils report that bullying is not an issue. There have been two permanent exclusions and six fixed term exclusions so far this academic year.
14. Pupils' personal development and relationships with each other and adults are generally good. Pupils are involved in the daily routines of the school. Each class has a range of duties; for example, pupils take turns in keeping areas tidy, giving out and collecting resources and taking the dinner registers to the office. Duties increase as pupils move through the school and in Year 4, pupils read to Year 2 pupils. In Year 6, pupils put equipment out for assemblies and help the Key Stage 1 pupils at lunchtime. All these activities develop pupils' sense of responsibility and self-esteem. However, there are few opportunities for pupils to use their initiative. During breaks and at lunchtime, pupils play well together. Staff act as good role models; generally they speak to pupils with respect and pupils respond to this and try to do their best for their teacher. Pupils show respect for religions other than their own and also respect the views of others.
15. The attendance of pupils is well below the national average and the poor attendance of pupils has a negative effect on the attainment and progress of those pupils who miss school. Staff have tried a number of initiatives to bring about improvements in pupils' attendance since the last inspection but they have not yet been effective. There are still too many holidays taken in term time. Staff recognise that more needs to be done and they are currently bringing in some new strategies. It is, however, too early to judge the effectiveness of these measures. The very high unauthorised absence figure is due mainly to parents not providing reasons for their child's absence from school, although there is some parent-condoned absence of which the school is aware and about which it is taking appropriate action. There is no evidence of truancy. There is some minor lateness, not all of which is recorded in the late book or in registers. Pupils report that they enjoy coming to school and lessons generally begin and end on time.

## **HOW WELL ARE PUPILS TAUGHT?**

16. The school has improved the quality of teaching since the last inspection, particularly at Key Stage 2. Across the school, teaching is very good, and in one case excellent, in 11 per cent of lessons, good in 24 per cent and satisfactory in 58 per cent. Teaching is unsatisfactory in 7 per cent of lessons.
17. The quality of the teaching for children under five is good and is an important factor in the way children develop their personal and social skills, attitudes to learning and behaviour. The staff generally have high expectations of the children's behaviour and act as good role models. This promotes children's self-esteem and independence and ensures that children learn school routines. A good knowledge of the needs of young children underpins the planning and teaching of the curriculum and a range of teaching methods is used successfully to gain the interests of the children and motivate them to learn. Teaching is encouraging and makes good use of positive comments and praise. The pace of learning in the reception class is good and results in the children making good progress. Here, the teacher's enthusiasm acts as a motivating force and in turn results in the children wanting to be involved and achieving well. In the nursery, staff pay particular attention to developing children's speaking skills and learning is good. Staff generally place appropriate focus on developing the children's literacy

and numeracy skills, which results in their gaining a sound grounding for entry into National Curriculum work. In the nursery, however, little attention is placed on teaching letter formation. In both the nursery and reception class, good relationships are evident and these encourage the children to express themselves with confidence and consequently increase their vocabulary. Staff work well together and maintain a consistent approach to their teaching and support. They know the children well and make appropriate comments to the children, which encourage them, in turn, to become involved and try hard. Most pupils make good progress from a below average base on entry to school.

18. At Key Stage 1 and Key Stage 2, the quality of teaching is satisfactory overall with a third of lessons being good or better. This results in pupils making satisfactory progress overall but the very low rates of attendance and the relatively high level of mobility adversely affect the rate of progress for some pupils. Teachers have sound subject knowledge and work well together as a team, sharing their knowledge and expertise effectively. In some years, teachers who have confidence and greater expertise in specific subjects teach both classes in the year group. This ensures a consistency of approach and results in satisfactory progress being made, for example, in information and communication technology in Years 3 and 4. Overall, planning is satisfactory and here, again, staff work well together in year groups. Planning is shared which reduces some of the workload and thus supports the development of teachers' self-esteem and confidence. Teachers generally plan their work satisfactorily and have clear learning objectives for each lesson. In a significant number of lessons, however, they do not share these with the pupils, nor set clear targets for improvement. A good range of teaching methods is used, for example, in art and mathematics, to gain the interest of the pupils and ensure that they are all involved in their learning. In a Year 4 art lesson, the teacher demonstrates a wide range of techniques and media, which results in improvements in the pupils' work. In other subjects, the range of teaching methods used is sound.
19. Teachers have satisfactory expectations regarding the standards pupils should achieve and high expectations of their behaviour. They manage the pupils effectively and thus ensure that pupils are aware of what they should and should not do. No time is wasted and pupils become interested and concentrate well. The quality of relationships between staff and pupils is good and teachers know their pupils well. Opportunities to develop pupils' independent learning skills are also missed through the lack of a library. Teachers generally use time, resources and the skills of the support staff satisfactorily.
20. Teachers make accurate day-to-day assessments of what the pupils have learnt and what they have achieved and give appropriate praise that raises the pupils' self-esteem and encourages them to try harder. However, the quality of marking is unsatisfactory, particularly at Key Stage 2, and does not provide pupils with suggestions on how they could improve their work, or give them a clear knowledge of their own learning. As a result, many pupils do not take pride in the presentation of their work and in some cases they persistently make errors. At Key Stage 1, the provision of homework is satisfactory. At Key Stage 2, however, in general, homework is not set consistently and the work provided does not systematically build on the learning done in school. It does not prepare pupils effectively for the increasing demands placed upon them in secondary school. The homework set for mathematics is an exception to this.
21. Across the school, teachers have implemented the literacy and numeracy strategies satisfactorily but have not thought out clearly enough how best to develop pupils' literacy and numeracy skills in other areas of the curriculum. Currently, pupils receive insufficient opportunities to develop their writing skills across a range of subjects, for example, in religious education, and sometimes there is an over-reliance on worksheets. Information and communication technology is not developed across the full range of the curriculum and pupils lack opportunities to develop their skills through systematically using the computers in the classrooms.

22. The support given in class to pupils who speak English as an additional language is satisfactory. Pupils are helped to take part in the activities and encouraged to express their views, thereby raising their confidence. A specialist teacher has recently been appointed and, at the time of the inspection, was reviewing the needs of the pupils and developing appropriate strategies for support. Insufficient time has passed, however, to make a judgement on the impact of this work.
23. Specialist teachers and support staff generally have high expectations of those pupils with special educational needs and this results in these pupils making good progress towards the targets set for them. They are well taught in one-to-one situations and in small groups and benefit from the personal attention they receive and the good knowledge of their difficulties and aptitudes on the part of all the adults involved. Provision is less effective when no additional support is provided. Some teachers are more effective than others in providing appropriately challenging work for these pupils which builds systematically on what they already know, understand and can do.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

24. At the time of the last inspection, the overall planning of the curriculum was found to be a serious weakness. There was no overall curriculum plan and no schemes of work to guide teachers' detailed planning. Support for pupils with special educational needs was found to be inadequate in Key Stage 2 and there were insufficient links between Individual Education Plans for these pupils and overall curriculum planning. Provision for pupils' spiritual, moral, social and cultural development was judged to be satisfactory overall. Since then, the school has adopted schemes of work for all subjects. The school's progress on this issue needs to be seen in the overall context of the introduction of National Strategies for Literacy and Numeracy. There is still no overall curriculum plan but, since schemes of work in individual subjects are being followed consistently across the school, it is judged that satisfactory progress has been made in this respect. Support for pupils with special educational needs is now satisfactory and provision for pupils' spiritual, moral, social and cultural development is good overall, with strengths in social and moral education.
25. The curriculum for children under five in the nursery and reception classes is broad and well balanced overall. Planning follows the areas of learning identified in the national guidance on Desirable Outcomes for Learning. Nursery staff provide a wide range of activities, with an appropriate balance of those led by adults and opportunities for children to choose their own activity. They are encouraged to explore materials, experiment with different tools and media and to develop their skills and understanding through play, often with good involvement from staff to help them to take the next step. Since a significant proportion of children enter the nursery with below average language development in English, there is an appropriate emphasis on developing spoken language. However, there is at present not enough emphasis on the more formal aspects of reading and writing in adult-led activities. For example, although there are many opportunities for children to write in the role play area and on the computer, they are not taught to hold a pencil correctly or to form letters accurately. This limits their development in these areas. In the reception classes, the curriculum continues to be broad and well planned and includes suitable adaptation of the Literacy and Numeracy Strategies. Writing skills are emphasised as part of overall planning of literacy.
26. In Key Stages 1 and 2, the curriculum is well balanced and meets statutory requirements, apart from the provision of swimming lessons. The school has successfully introduced the National Numeracy Strategy, and the impact of this is beginning to be seen in pupils' attainment in mathematics. The National Literacy Strategy is also now well established across the school, although the school has not yet adapted the content to match the learning needs of its pupils.
27. There are strengths in the breadth of the curriculum. To a greater extent than in most schools, the school has maintained a breadth and depth in its curriculum, in addition to literacy and numeracy, which offer a worthwhile experience to its pupils. Sex education and teaching about the dangers of drugs are an integral part of the curriculum for pupils in Year 6. Religious education is taught and the curriculum meets statutory requirements in all aspects other than

swimming, which is still not available. The school places appropriate emphasis on raising standards in English, mathematics and science.

28. The school provides equality of opportunity and access to the curriculum, enabling pupils to make satisfactory progress. Pupils with special educational needs and those pupils from homes where English is not the first language are effectively supported, have full access to the curriculum and achieve appropriately.
29. The school provides a satisfactory range of extra-curricular activities to extend pupils' learning, for example, the choir, the band, and clubs for various sports activities, although there are no such activities for pupils in Key Stage 1. The homework club and booster classes held during the holiday are well supported and valued by pupils. There is no opportunity for pupils to take part in a residential visit. All pupils have equal access to the curriculum and are valued as individuals. There is racial harmony throughout the school.
30. The curriculum provides satisfactory opportunities for pupils' spiritual development. Assemblies are held each day and these are occasions when the whole school meets together to celebrate its aims and values. Pupils' behaviour during assemblies is good and makes a positive contribution to their spiritual development. In religious education lessons pupils learn about Christianity as well as other world faiths represented in the school; they are strongly encouraged to be respectful and tolerant of one another's beliefs and values and this contributes to their spiritual development.
31. The school's behaviour policy is consistently implemented throughout the school, providing a clear framework for pupils' moral development. The school has high expectations for behaviour. Each class negotiates its own rules: these are clearly and attractively displayed, although in some classes they are expressed negatively rather than positively. Most pupils respond appropriately to the school's expectations for behaviour. In general, teachers treat pupils respectfully and sensitively support those pupils whose behaviour is more challenging. The curriculum for religious education supports the school's moral teaching and teachers ensure that there are good opportunities for pupils to discuss issues of tolerance, respect, right and wrong. The school encourages pupils to support charities such as the Red Cross, the National Society for Prevention of Cruelty to Children and the Poppy Appeal.
32. The school provides good opportunities for pupils' social development. They are given many opportunities to participate actively in lessons, answering questions, taking part in discussions, working in groups and presenting their findings. Extra-curricular activities make a good contribution to pupils' social development and the band and choir perform for the public at local venues. Pupils are given opportunities to take responsibility, which contributes to their personal development. All classes have a range of monitors and pupils perform these duties conscientiously. Older pupils help younger ones and there are paired reading schemes between Year 4 and Year 2 pupils.
33. The school makes satisfactory provision for cultural development. There is a range of books covering major cultures in British society, including a range of bilingual texts. Stories from a variety of cultures are used in assemblies. The major world religions are studied in religious education and festivals celebrated in assemblies and classes. With some exceptions, the major emphasis in art and music is on European traditions and there are few opportunities to experience the art and music from other cultures. The school has developed good links with the community and governors and others visit the school. There is a satisfactory range of visits to local places of interest such as Chiselhurst Caves, although pupils would like more of these.
34. The school has effective links with partner institutions. These include the playgroup in the local church and the secondary schools to which the pupils transfer. Teachers meet their colleagues in the other schools to ensure that transfer arrangements are as smooth as possible and that the needs of pupils are met. Pupils are invited to induction days and to attend dress rehearsals of performances. Teachers from one local secondary school have visited to observe teaching

to help to provide greater continuity for incoming pupils. The school has teaching and nursery nurse students from local colleges and accepts students from local schools on work experience.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

35. Overall, procedures for child protection and for ensuring pupils welfare, health and safety are good. Pupils are well supervised at all times by a committed and caring staff. There are good procedures in place to attend to pupils' medical needs and all first aid incidents are dealt with appropriately. The school liaises regularly with outside agencies to ensure appropriate support is available to pupils and parents are kept well informed. Health and safety procedures are good. There are regular risk assessments of the school premises. Legal requirements are met in relation to fire regulations and electrical testing. The school is planning to address the issues raised during the lunch time fire drill. Staff are very aware of health and safety procedures within lessons; for example, during a design and technology lesson pupils were given good advice on handling tools safely and correctly. The special needs co-ordinator and the head teacher share the role of the named person for child protection and have received the appropriate training. However, the staff handbook does not carry this information.
36. The school's procedures for monitoring and promoting good attendance are unsatisfactory. The school's attendance figures are well below ninety per cent and there has been a further drop since the last inspection. The school introduced a promotion to reward one hundred per cent attendance over the academic year and this has been successful in improving the attendance of some pupils. There are plans to introduce first day contact with parents if they do not have a reason for a child's non-attendance at school. Pupils with attendance below eighty per cent are referred to the Educational Welfare Officer. The school is planning to introduce Individual Education Plans linked to attendance targets and punctuality for some pupils. Guidance in the staff handbook needs to be reviewed to ensure that registers are completed appropriately.
37. Procedures for monitoring and promoting good behaviour are satisfactory. The school uses a range of strategies to promote good behaviour, which include rewards and sanctions for pupils in Key Stage 1. However, not all classes in Key Stage 2 operate a rewards system but good work is displayed in classrooms and pupils are also congratulated on their achievements by the head teacher. Parents are informed of poor behaviour and work with the school to bring about improvements. These improvements are monitored in a behaviour book, which parents sign. Procedures for monitoring and eliminating oppressive behaviour are satisfactory. Midday assistants record any incidents and these are monitored regularly by the deputy head.
38. Procedures for assessing pupils' attainment are satisfactory in English, mathematics and science. There is no formal assessment in religious education and assessment in information and communication technology is still being developed. The use of assessment information to guide curricular planning is unsatisfactory. The results of assessment are not sufficiently used to plan work which systematically builds on pupils' prior knowledge and understanding. As yet, the curriculum is not being sufficiently adapted to suit the identified needs of the pupils, for example, in the Literacy Hour.
39. Procedures for monitoring pupils' academic progress are satisfactory. Pupils' academic progress is monitored through their assessment folders and pupil profiles. Each pupil has a termly target based on test results, which are then broken down into smaller targets, but this is in the very early stages of development. For example, work in mathematics started this term, although English is more firmly established. There is a whole-school policy but teachers use their own strategies and this can lead to inconsistencies. The academic progress and personal development of pupils with special needs are monitored through the progress they make towards the targets set in their Individual Education Plans. These Individual Education Plans are well written, contain appropriate targets and are reviewed on a regular basis. Academic progress is also monitored through marking, although marking is not consistent and does not always show how pupils can improve their work.

40. The monitoring of pupils' personal development is also satisfactory. The small classes allow staff to get to know pupils well and, in some, the learning support assistants make regular observations during lessons to inform class teachers when additional support is required. This has a positive effect on pupils' progress and attainment. The school's provision for pupils' educational support and guidance satisfactorily contributes to the progress which pupils make and the standards which they achieve.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

41. Overall, the effectiveness of the school's links with parents and the impact of parents' involvement in the work of the school are satisfactory. The majority of parents are happy with what the school provides and achieves but there is a significant number of parents who express some reservations about the amount of homework set for pupils and the lack of extra-curricular activities for Key Stage 1 pupils. Parents reported that they would like more information about the progress that their child is making. Parents are not invited to attend school assemblies.
42. The quality of information supplied to parents on pupils' progress and attainment is satisfactory. However, in response to parents' concerns, the school is reviewing the number of parent consultation evenings and is also reviewing the school's homework policy. Some parents reported that they would prefer to have their child's annual report before the parents evening to allow them to have informed discussions with the teachers. The reports are informative, they show what pupils know, understand and can do but they do not include targets for improvement. The school provides parents with information via the governors' annual report, the prospectus, monthly newsletters and regular letters home. Parents of pupils with special needs report that the school keeps them well informed and that they are happy with the information and support which the school provides.
43. The contribution of parents to pupils' learning at school and at home is unsatisfactory. The home-school agreement was discussed with parents at the governors' annual general meeting but just 56 per cent of parents have signed the agreement. Parents do not always take advantage of the opportunities which the school offers for them to become more involved in their children's learning; for example, the school reports that parental attendance at curriculum evenings is low. There are few parent helpers in the classroom. The hard working Friends of Rangefield organise social and fund-raising events, which are supported financially by parents.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

44. Overall, the school is efficiently led and managed. The headteacher has a strong vision of the need to raise standards and maintain a level of good behaviour. A clearly written mission statement has been drawn up which stresses the need for respect for all members of the community and to provide equality of opportunity. In these aims, the school is generally successful.
45. The school has set up a senior management team, which plays an effective role in managing the day-to-day running of the school. However, there are no clearly laid down terms of reference for this body and there is some imbalance of areas of responsibility, with the recently appointed deputy headteacher being responsible for overall direction of the curriculum, assessment policies and practice, and co-ordination of Key Stage 2. The literacy co-ordinator is a member of the senior management team, whereas the numeracy co-ordinator is not. Also, the role of subject co-ordinators is insufficiently clearly defined with respect to school development. A number have only recently taken on the responsibility and they are not yet in a position to develop a clear overview of teaching and learning in the school as a whole. The management, co-ordination and provision of special educational needs is good and reflects an improvement since the last inspection.
46. The governing body is generally effective in fulfilling its duties. An appropriate committee structure has been set in place. Committees report to the termly meeting of the full governing body. A budget has been set in agreement with the Local Education Authority, which should

result in the school's finances coming into balance. The governing body receives and responds to the headteacher's reports and other proposed policy documents. It has considered and agreed a sex education programme for pupils as they progress through the school. An annual report is prepared for parents on the work of the governing body and of the school as a whole. The report for parents has a number of omissions. These are concerned with the publication and explanation of test results, information regarding the next parent governor elections, details of the professional development of staff, governor expenses and progress since the last inspection report.

47. The school governors have a sound role in shaping the school's future direction. Individual members work with the school in developing knowledge and awareness of practice in literacy, numeracy, special educational needs and health and safety. They have been actively involved in ensuring improvements to the premises and to the safety of pupils. There has been a programme of visits to enable governors to assess the quality of teaching in the school. One governor acts as co-ordinator for governor training. A number of governors visit the school regularly and, as a result, they have a fair understanding of its strengths and weaknesses. They are supportive of the staff and pupils and know where the school is improving.
48. Some progress has been made since the last report in monitoring the school's performance but as yet this has had little impact on overall standards. The process of monitoring the quality of teaching has been interrupted following recent changes in staff. Insufficiently rigorous appraisal of the quality of teaching has taken place on both an individual and subject basis. As a result, many lessons do not have a sharp enough focus on ensuring that all pupils receive a suitably adjusted curriculum based upon the prior assessment of their learning needs. Areas for improvement have, however, been identified as a result of advisory visits from Local Education Authority staff. Teachers have undertaken training to support the priorities identified in the School Development Plan. This is an effective document covering most areas of school activity. However, the process by which the success criteria can be identified and reported upon is unclear. Many of the criteria are difficult to quantify and are not related to measurable improvements in standards and there is no clear date for the completion of the evaluation. Action to improve the school's assessment procedures in the core subjects has become more effective. This is starting to provide sufficient information to enable the school to set challenging targets and monitor improvements towards them. It is planned to re-introduce the practice of teacher appraisal shortly.
49. The school displays a shared commitment to raising standards. In spite of the stresses arising from working in a deprived area, a largely critical inspection report and a high number of staff changes, the teachers and support staff work well together. Co-ordinators produce relevant action plans for their subject areas and senior staff work to fulfil their responsibilities, engendering in the process general approval from parents.
50. Across the school, there is a suitable blend of new and experienced teachers. These are sufficient to meet the demands of the pupils and of the curriculum. Some of the staff are secondary trained and some are employed on a temporary basis but this does not have a serious impact on standards. A number of subject co-ordinators have no special expertise in their subject and have not received an adequate time to prepare for taking on the role. Staff new to the school are given adequate support to enable them to function effectively, although there is room for newly qualified teachers to be given more specific assistance in teaching methods and classroom organisation. There is no school policy for the induction of new staff and the staff handbook is lacking sufficient clarity in a number of areas, most notably with regard to child protection procedures and the completion of registers. The school is in a position to offer effective support for trainee teachers.
51. The school has adequate accommodation for the number of pupils on roll. The classrooms are generally large enough although some are awkwardly shaped. There are three halls, which provide well for music and physical education, and there is a nearby park to compensate for the lack of playing fields. At present, the school does not have access to a swimming pool and is therefore unable to comply with the statutory requirement to teach swimming. A positive development has been the introduction of a computer suite and this is leading to improvements in pupils' information and communication technology skills. However, there is no library so pupils do not develop sufficiently the skills of research to enable them to become independent learners. Resources for learning are sufficient in quality and quantity in most

subjects and they are good in music. The school has significantly enhanced its provision for information and communication technology equipment, although there still remain some shortcomings in software programs.

52. In the previous inspection report, a number of key issues for action related to the leadership and management of the school. In the intervening period, satisfactory overall progress has been made in addressing and remedying the areas identified. There still remains room for improvement, however, especially in developing the role of subject leaders and in monitoring the quality of teaching and learning in the classroom.
53. The school's financial planning has been adversely affected by an unexpected reduction in the budget. The Local Education Authority's budget allocations to its schools are based on estimates of pupil numbers, not actual numbers. A fall in the school roll resulted in the budget allocation being less than expected. Some funds have to be repaid to the Local Education Authority over a two-year period, resulting in spending cuts. Staffing costs have been reduced and some of the expenditure priorities previously identified have had to be curtailed. The school's current expenditure exceeds its income. The governing body takes educational priorities into account when setting the budget but there have been limited opportunities to plan ahead due to a very limited budget. The previous inspection report identified the need for long term planning to have regard to future financial demands; this still needs to be addressed. Specific grants are appropriately allocated but the effectiveness of this spending should be monitored more rigorously in order to ensure that spending has a positive impact on pupils' learning.
54. Day-to-day administrative arrangements are good and financial arrangements orderly. However, the school is unable to make effective use of computer technology to ensure that financial data is up to date at all times. This is because the financial management system with which the school has been provided is unable to process orders and invoices in such a way as to ensure commitments are always up to date. Appropriate comparisons are carried out so that good value for money is obtained when purchases are made.

55. **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- Improve standards of attainment in English, mathematics and science by:-
  - providing more opportunities for pupils to develop their writing skills both within literacy sessions and across other areas of the curriculum; (Paragraphs 5,6,7,9,70,74,130)
  - adapting the National Literacy Framework to meet the needs of all pupils by building more systematically on what pupils know, understand and can do; (Paragraphs 5,70)
  - raising the emphasis on improving pupils' presentation skills and quality of handwriting; (Paragraphs 5,75,81,131)
  - ensuring that pupils' numeracy skills are developed across a range of subjects; (Paragraph 85)
  - ensuring that the session at the end of the lesson in mathematics is used effectively to consolidate learning and to encourage pupils to explain the outcomes of their work; (Paragraph 83)
  - ensuring that pupils record their findings well after completing scientific investigations in order to consolidate their learning; (Paragraph 90)
  - making better use of assessment information to plan work which builds successfully on pupils' prior learning; (Paragraphs 38,70,118)
  - improving marking so that pupils are clear about how they can do better. (Paragraphs 20,84)

- Improve pupils' attendance by:-
  - continuing to monitor rates of absence and informing parents of the importance of full attendance in raising pupils' attainment. (Paragraphs 15,36)
- Improve the monitoring and evaluation of the school's effectiveness by:-
  - clarifying the roles and responsibilities of senior management and co-ordinators; (Paragraph 45)
  - ensuring that co-ordinators have sufficient expertise to monitor progress and standards in their subjects and use the information gained from these activities to develop strategies for improvement; (Paragraphs 45,48,50)
  - developing a more formal procedure for monitoring and improving the quality of teaching and disseminating good practice throughout the school. (Paragraphs 45,48,85,91,97,118,135)
- Explore ways to further encourage parents' involvement in the school and their children's learning by:-
  - ensuring that appropriate homework is set and marked consistently; (Paragraph 20)
  - introducing procedures to regularly take into account the views of parents. (Paragraphs 41,42,43)

#### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- The school should provide swimming lessons for pupils at Key Stage 2. (Paragraphs 26,129)
- The annual report to parents should contain all the relevant information. (Paragraph 46)

The school has already highlighted in its development plan the need to raise levels of attainment and improve rates of attendance.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	54

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	10	24	58	7	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)	37	340
Number of full-time pupils eligible for free school meals	0	172

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Needs	0	4
Number of pupils on the school's special educational needs register	2	86

English as an additional language	No of pupils
Number of pupils with English as an additional language	43

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	53
Pupils who left the school other than at the usual time of leaving	66

### Attendance

#### Authorised absence

	%
School data	8.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	3.9
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
	1999	27	31	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	22
	Girls	24	25	28
	Total	38	38	50
Percentage of pupils at NC level 2 or above	School	66 (70)	66 (57)	86 (70)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	20	17
	Girls	24	27	21
	Total	39	47	38
Percentage of pupils at NC level 2 or above	School	67 (57)	81 (66)	66 (46)
	National	82 (81)	86 (85)	87 (86)

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
	1999	35	24	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	17
	Girls	11	11	12
	Total	26	28	29
Percentage of pupils at NC level 4 or above	School	44 (36)	48 (57)	50 (47)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	11	6	7
	Total	24	18	20
Percentage of pupils at NC level 4 or above	School	41 (29)	31 (28)	34 (32)
	National	68 (65)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	10
Black – other	47
Indian	2
Pakistani	1
Bangladeshi	2
Chinese	1
White	240
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	1
Other minority ethnic groups	1	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	21
Average class size	24

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	31

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37

Total number of education support staff	3
Total aggregate hours worked per week	50

Number of pupils per FTE adult	12
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/9
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	£
Total income	862,263
Total expenditure	874,471
Expenditure per pupil	2,399
Balance brought forward from previous year	37,219
Balance carried forward to next year	25,011

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	380
Number of questionnaires returned	155

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	39	6	5	0
My child is making good progress in school.	36	47	9	3	5
Behaviour in the school is good.	36	39	12	6	7
My child gets the right amount of work to do at home.	26	40	17	8	8
The teaching is good.	39	40	8	5	8
I am kept well informed about how my child is getting on.	30	39	20	12	0
I would feel comfortable about approaching the school with questions or a problem.	57	30	6	4	3
The school expects my child to work hard and achieve his or her best.	43	38	8	2	9
The school works closely with parents.	34	37	20	8	1
The school is well led and managed.	32	44	10	7	8
The school is helping my child become mature and responsible.	34	45	11	6	5
The school provides an interesting range of activities outside lessons.	14	26	22	20	18

### **Other issues raised by parents**

Parents were pleased about the introduction of a school uniform.

## **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**

56. Children enter the nursery with a range of skills and experiences and some have attended a pre-school playgroup. However, few have well-established social, personal and learning skills. There are a significant proportion of children with speech and language delays and a small minority of children enter the nursery in the early stages of learning English as an additional language. By the time they are five, the attainment of the majority of children is below the nationally identified Desirable Outcomes for Learning in language and literacy, personal and social development and mathematics, although overall many children have made good progress in all areas of learning. Support for children with special educational needs and those learning English as an additional language is satisfactory in both the nursery and the reception class. Overall, the good quality of teaching and learning has been maintained since the last inspection. The previous inspection report identified children's attainment to be broadly in line with the Desirable Outcomes but since then baseline assessment has been introduced, giving a clearer picture of attainment at five. The findings of the inspection team agree broadly with the school's assessments of children's language and literacy skills and some aspects of personal and social development, although achievement in mathematics in the reception class was found to be higher than the school's assessments would indicate. The majority of children are interested in their work and keen to learn. In most areas of learning, standards have been maintained, although the more formal skills of writing and reading and children' social skills are below what might be expected.

#### PERSONAL AND SOCIAL DEVELOPMENT

57. In the nursery and reception classes, most children make satisfactory gains in learning to work and play co-operatively with others. Despite this, the majority do not achieve what is expected nationally by the time they reach five. Most children can maintain concentration when an adult is working with them and in activities they have chosen for themselves, although the attention span of some children is short and not all can sustain an activity to the end. In both the nursery and reception class, children understand routines and in the nursery the majority are confident in choosing activities independently. There are fewer opportunities in the reception classes for children to choose their own activities. Most children learn to play happily alongside one another and invite others to join an activity with them but a significant minority still find sharing and taking turns difficult, especially when waiting their turn over a long period. Children in the nursery and in the reception class are friendly towards adults, although their range of appropriate responses is limited, in part by their spoken language skills. The majority enjoy adult attention and form good relationships with staff. Most respond well to discussions and instructions. Self-care skills are good.
58. Behaviour is usually good, with any minor conflicts between children as they learn to share being dealt with by staff sensitively and carefully. The teachers, nursery nurses and other staff generally have high expectations of children's behaviour. They praise and reinforce good behaviour and deal calmly with individuals who find it difficult to share or to wait their turn. They promote children's independence and self-esteem by showing children that they are valued. Staff develop positive relationships with children and act as good role models for co-operative working. In the nursery, particular attention has been paid to ensuring that children settle in well, with a clearly planned topic on getting to know nursery routines. The success of this is seen in the confident way children move about the nursery, for example to put paintings to dry or wash their hands. Staff carefully reinforce these routines and are successful in helping children to understand the expectations of the nursery, providing a good transition from home to school.

#### LANGUAGE AND LITERACY

59. Attainment in language and literacy is below what is found nationally by the time children reach five, although the majority of children make satisfactory progress, which increases in the reception class. In the nursery, children learn to enjoy stories and books and when given suitable opportunities are observant about pictures and text. They begin to recognise some initial sounds but there is little teaching of letter formation and few recognise familiar words in context. In the reception class, they increase their familiarity with books, understand how they

are organised and begin to recognise common words. In both classes, most children enjoy sharing books and joining in repetitive parts of the story. Few children entering the nursery are accustomed to sharing books with an adult and younger children take some time to develop the concentration they need to do this. By the time they are five, most listen with attention to stories and some retell them as they turn the pages, or can act out the story, although with a limited vocabulary and attention to detail. Most understand that print carries meaning and some identify the title of the book, although they do not know the vocabulary of title, author and illustrator. In the nursery, some older children recognise their own names and a small minority can identify letter names and sounds found in these. By the time they begin the reception class, the majority know some individual letter names and sounds, although few know all these. Children copy their names in nursery and, in reception, most write their names independently. A few children write familiar words by the time they are five but these are the exception. Good progress is made in speaking and listening, although many children still find it difficult to listen well in larger groups or when they have to wait a long time. Because of the good relationships which staff create in both classes, most children express themselves with confidence and their vocabulary becomes increasingly broad. However, the progress that children make is not enough to enable them to reach a level which is commonly found among children of their age.

60. In the nursery, skills in language and literacy are taught as specific ideas and promoted through role-play activities. In the reception class, children take part in the Literacy Hour adapted to their needs and in follow-up activities. In the nursery, all staff pay particular attention to developing children's speaking skills, by entering into role-play and by the careful use of simple phrases which are easy for children to learn and copy. As a result, learning in this aspect is good. Letter sounds are taught alongside an approach which encourages children to write in a variety of contexts, including typing out captions on the computer with adult help but there is little attention to the teaching of letter formation. In the reception class, they begin to form letters and numbers correctly. In the nursery, books are shared with children but on some occasions opportunities to develop vocabulary and word recognition are not taken. In the lessons in the reception class, the pace is good and there are appropriate activities for children in the individual or group part of the lesson. In these sessions, children make good progress.

#### MATHEMATICS

61. Across a range of activities, children in both nursery and reception class have suitable opportunities to compare, sort, and match objects and are encouraged to count in sequence. In the nursery, children use numbers in role-play and in number games. Opportunities are also planned for children to use mathematical language to describe and compare size and position, although even older children still have difficulty with finding descriptive words to order three objects by size. Careful observations are made of the skills children have and these are used to direct children to further activities to develop skills and understanding. The majority of children leave nursery able to count to ten and beyond. They develop awareness of number and sequencing in rhymes, games and stories but few solve simple problems for themselves using addition or subtraction. Children make good progress because of a good range of activities and effective direct teaching. In the reception class, mathematics is structured into the timetable, with whole-class sessions and follow-up activities. Children continue to make good progress and the inspection team found children's achievement to be higher than that shown in baseline assessment, and close to that expected nationally by the time children are five.
62. Direct teaching of mathematics in both nursery and reception is effective, with good planning and opportunities for children to build on and practise what they have learned, resulting in gains in knowledge and understanding. In the reception classes, the numeracy strategy has been adapted well to meet the needs of the children and, as a result, they systematically build their skills. Teachers and other staff make good use of mathematical language. For example, the nursery teacher made good use of story props for a counting rhyme to practise counting on and number recognition. This held children's attention and gave them confidence to try out their ideas, as well as providing an enjoyable learning experience.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

63. Although some children enter the nursery with a range of experiences, many have little knowledge of the world beyond their immediate lives at home and school. They develop well through a range of experiences and, by the time they are five, the majority achieve what is expected nationally, although their vocabulary to express what they know remains limited.
64. In the nursery, children talk about where they live but in very simple terms. For example, few children could describe their walk to a local park but could answer questions about what they had seen on the way. Most know that some countries are far away and some are near. They can talk about events in their own lives and describe some changes when growing old. In one good session, children predicted which surfaces would make the best slide and recorded their findings by sticking materials onto a chart. The teacher carefully promoted good language in discussion about how to test the materials. By the time they are five, most children know the seasons and recognise that a tree changes at different times of the year. They recognise a range of materials, although only about a third are able to select a beater made from a specified material to accompany a song. They talk about a visit to local shops. Most children are developing their interest in the computer and older children competently move objects about the screen using the mouse. More competent children also use the keyboard to type in letters to make a book about their visit to the park.
65. No direct teaching sessions relating to this area of learning were seen in the reception class. However, general classroom activities, displays and teachers' planning show that children are given a good range of activities to promote their awareness of the world around them.

### CREATIVE DEVELOPMENT

66. Learning in creative development in both the nursery and reception class is good. By the time they are five, children's attainment is broadly what would be expected nationally. Children are given good opportunities to experiment with, and respond to, a range of stimuli. In the nursery, children develop their awareness of colour and shape in making collages of various materials. They work with the materials provided but few use their imaginations to develop the activity further for themselves. In both nursery and reception, children draw, print, paint and make pictures, for example to illustrate stories they have heard. They explore colour in painting and there is some evidence of work in three dimensions. They paint and make models, for example, playdough models in the nursery linked to the park visit and carefully drawn spring flowers in the reception class. In one very good lesson in the reception class, the teacher's enthusiasm and attention to detail were shared with children, resulting in their making good gains in learning to select an appropriate brush, holding it properly and recognising when to change the water. The work on display in the reception class is of very high quality and indicates a broad range of media and the effective teaching of techniques and skills.
67. Children take part in role-play, although their limited experience and vocabulary mean that they sometimes have difficulty in sustaining and developing roles. In different ways in each class, staff effectively engage with children in role play activities, stimulating further creativity and language development. Most children join in singing rhymes and songs with enjoyment and there are opportunities for using instruments both indoors and out in the nursery. In the reception class there are music lessons as well as other opportunities to sing and play instruments. The good teaching in this class is characterised by the teacher sharing her enthusiasm with children and in successfully encouraging children by use of voice, body language and her own example in practising singing and playing in order to improve their performance. By acting as a conductor herself and then getting children to try, she develops their awareness of this role and their singing improves as a result. In the reception class, dance is part of the physical education curriculum and children learn to move in response to music in a range of ways, once again stimulated by the teacher's enthusiasm and encouraging relationship with them. In both the nursery and the reception class, children are offered opportunities to make independent choices, to explore and to experiment with a wide range of materials and tools.

### PHYSICAL DEVELOPMENT

68. The majority of children reach nationally expected levels by the time they are five. In the nursery, there is good provision for outdoor play and children make good gains in learning. The reception classes do not share the outside play space and lack the outdoor curriculum for children under five, restricting these opportunities for children to develop their physical skills.

Reception class children take part in physical education lessons and in these teaching is good, with effective organisation and clear expectations. Most children balance with increasing confidence, jump and slide and children who lack confidence in attempting these activities are effectively encouraged to take part. The nursery children propel and steer wheeled toys with developing skill. They balance on beams and climbing apparatus and are encouraged to find different ways of moving. This encouragement is accompanied by discussion of the parts of a bike and of how to propel it, as part of the nursery's focus on developing children's spoken language. In both nursery and reception classes, they develop their fine motor skills through using tools and equipment, although in the nursery there is insufficient emphasis on learning to hold a pen or pencil correctly. A group of children in the nursery competently modelled with playdough, handling the mixture with care. Others made collages with a range of materials, using glue spreaders competently. In the reception class, children develop skills in controlling pens and pencils as their writing develops.

## ENGLISH

69. In 1999, at the end of Key Stage 1, the percentage of pupils achieving the average standard, Level 2, was well below national averages in both reading and writing. Standards in reading were broadly in line with those in similar schools but writing standards were below. Standards in English at the end of Key Stage 2 were very low in comparison with national averages: 44 per cent of the school's pupils achieved the average Level 4 in comparison with 70 per cent nationally. Standards were also below those of similar schools. Nationally, the trend over the last four years has been a gradual improvement in English standards by the end of Key Stage 2 but the school's results, after an improvement in 1997, show a downward trend. The school has set itself the challenging target of 63 per cent of pupils achieving Level 4 and above in the year 2000. Inspection evidence suggests that less than half of the pupils are currently working at this level so a marked improvement is needed in a short space of time if the target is to be met this year. There are no significant differences in the results of boys and girls in either key stage. Pupils with special educational needs make good progress towards the targets set in their Individual Education Plans when they receive additional support from specialist staff, but this slows when they have to work on their own. Pupils who speak English as an additional language make satisfactory gains in their learning.
70. Inspection evidence indicates that standards of attainment throughout the school remain below national expectations. The school has adopted the National Literacy Strategy as the curriculum for English. This is having a positive impact on the standards of speaking and listening and of reading. Reading competence is improving, particularly in Key Stage 1. However, the development of writing is rather limited, particularly in Key Stage 2, and there are too few opportunities for pupils to write at any length. The clearly defined structure of the Literacy Hour has helped to improve teaching in some classes and the detailed guidance in the Framework ensures good curriculum coverage. At present, assessments of pupils' attainment are not being used to inform curriculum planning. This means that, in following the Framework's termly plans, teachers are sometimes providing work for their pupils which is too difficult.
71. In both Key Stages pupils listen attentively to their teachers and to the comments of their peers. Pupils were seen co-operating well in group discussions not only in English lessons but in other subject areas as well, particularly in physical education. Some teachers use good questioning skills to enable pupils to develop their answers but, in some lessons, pupils had little opportunity to do more than give brief responses.
72. Many pupils become competent readers. Support for less able pupils is good. In Key Stage 1, pupils make satisfactory progress, largely as a result of the teachers' careful development of reading through the sharing of big books and well planned guided reading sessions with groups. Reading development is well managed throughout the Key Stage. Pupils gain confidence in developing reading skills through frequent practice at home and at school. Some parents and carers make a valuable contribution to pupils' reading development through reading with them on a regular basis. Some pupils are able to use phonics as an aid to reading and spelling but this aspect needs more emphasis in lessons.

73. Teachers' own enjoyment of books and their sound knowledge of texts are having a positive impact on pupils' interest in, and enthusiasm for, reading. Pupils are becoming more aware of a variety of authors and this is helping to develop personal reading. In a Year 6 class pupils were able to discuss the particular style of an author and draw comparisons with books they had read previously. Older pupils have a dedicated reading time every day for half an hour after lunch. Group activities in these sessions are organised on a carousel basis and, in some classes, the time is effectively used to develop reading skills. The good practice seen should be extended to all classes so that optimum use is made of this reading time. The previous inspection report commented that the time when everyone was reading in class was not sufficiently well organised to raise attainment and this remains the case in some classes.
74. In both key stages, pupils' writing experiences are often related to shared reading and to word level work. This means that there are few opportunities for extended writing of, for example, stories and reports. Pupils' writing skills and the range of purposes for which they write are not, therefore, being developed to the extent that the Programmes of Study in the National Curriculum for English require. Pupils have more opportunities for sustained writing in some classes than in others. There are examples of good practice where writing is being done in other subject areas. In a Year 3 history lesson pupils wrote about the lives of people in Chistlehurst Caves during World War II. At present, pupils' experiences vary widely from class to class and year to year.
75. Standards of handwriting and presentation are below average and, by the end of Key Stage 2, many pupils are still printing. There are plans to address this issue next year but there is an urgent need to improve standards before then. Pupils are taking insufficient pride in their work although their attitudes to learning are generally good. In almost all the lessons seen pupils' attitudes to learning were positive. Enthusiasm for reading is developing throughout the school, although concentration is sometimes lost towards the end of the shared reading part of the Literacy Hour, particularly if the pace of the lesson has been slow and only a small proportion of pupils have been actively involved. Most pupils work hard during group activities and listen to each other courteously in plenary sessions.
76. The quality of teaching is satisfactory in both Key Stages and sometimes it is good. When the teaching is good, lessons have well focused learning objectives that are shared with pupils, clear instructions, and tasks which are appropriate to the pupils' levels of attainment. In some lessons, pupils referred to their individual targets and, when this occurs, the strategy is having an impact on standards. Assessment procedures are developing. The school uses the national optional tests of reading, writing and spelling in Years 3, 4 and 5 in order to track individual progress and to assist with target setting.
77. The English curriculum is derived from the National Literacy Framework and teachers' plans are taken from the termly content of the strategy. These plans need to be modified to meet the specific needs of the school and so that pupils are working at an appropriate level. Some teachers clearly understand the purpose of lesson objectives. They share them with pupils and use questioning to assess whether pupils have acquired the knowledge, skills and understanding intended. This good practice should be shared with other staff because, in some planning, activities are indicated rather than a clear objective for the lesson.
78. Group activities during the Literacy Hour are quite often managed on a carousel basis with all pupils attempting the same tasks during the week. Some pupils find it difficult to remember what to do and tasks that challenge the more able are too difficult for others. Overall, the use of the Literacy Strategy is helping to improve standards in English throughout the school. Nevertheless, there are aspects of current practice which need to be changed in order to make the curriculum and its management even more effective.
79. The school has been unable to appoint an English co-ordinator at a senior level. As a result, the implementation of the strategy has not been fully evaluated in order to assess its impact on pupils' achievement. Resources for the subject are adequate but the range of books for pupils' personal reading is rather limited and the school relies on the local library for information texts. There is a central resource room for non-fiction books but the stock is not extensive and much of it is very dated. The previous inspection report identified the need for the school to have a library in order to assist pupils' personal development in taking responsibility for their own

learning. A library is still lacking although there is adequate accommodation for such a facility to be developed.

## **MATHEMATICS**

80. In the 1999 end of key stage national tests, the performance of pupils aged seven was well below the national average but in line with that of similar schools. Over the past four years there has been a considerable variation in results for pupils of this age but the overall trend has been slightly upwards. In 1999, only 3 per cent of pupils reached the higher levels of attainment (Level 3) and this was also well below the national average. In Key Stage 2, the overall attainments of pupils aged eleven in 1999 fell well below the national average and were below those of pupils from similar schools. However, the percentage of pupils reaching the higher levels of attainment in this key stage (Level 5), although below the national average, was above that of pupils from similar schools. Over the past four years, results in Key Stage 2 have not kept pace with the improvement seen nationally in this subject. Teachers' Assessments of the pupils' standards were below their actual performance in the tests and this is indicative of a generally low expectation at the time. In both key stages, there has been no significant variation between the attainments of boys and girls.
81. In the lessons seen during the course of the inspection, standards of attainment among pupils towards the end of both key stages were judged to have improved reaching a level just below that of the national expectation, so that most pupils are now achieving satisfactorily. In Key Stage 1, pupils have a wide experience of number operations, becoming more confident in using mental calculations to learn multiplication facts in the 2, 3, 5 and 10 times tables. They work practically to learn about shapes and use their skills in addition and subtraction to solve simple money problems. They measure lengths using centimetres and weights using grams and kilograms. They learn to represent the time in both digital and clock face representations. In Key Stage 2, pupils have progressed well so that, by the time they reach eleven, the higher attaining pupils have a good understanding of the structure of numbers up to millions, although too few are able to use this to work out accurately subtraction and addition sums involving hundreds tens and units in their heads. In written work, they carry out number operations using decimals to two places. They add fractions together and reduce them to simpler forms. They understand about positive and negative numbers and can identify, for example, the result of adding plus 2 to minus 4. They learn to compare metric measurements with their imperial equivalents. Knowledge of the attributes of complicated shapes such as a rhombus and parallelogram is well established. Lower attainers learn their multiplication facts up to 10 times. They work with simpler fractions and percentages. They measure angles successfully to investigate the number of degrees in a triangle. The pupils' ability to set out information in a clear, organised way is hampered by poor presentation and this in turn leads to problems with the pupils explaining how they set about solving problems. Pupils with special educational needs make satisfactory progress in both key stages.
82. Across the school, pupils' attitudes to mathematics are satisfactory overall and often they are good. They enjoy learning new skills and the level of co-operation is good. They share apparatus willingly when necessary. It was particularly noticeable in one class in Key Stage 2 that pupils were patient when one member of the class was struggling to explain his work and there was spontaneous applause when eventually he succeeded. Pupils understand the importance of mathematics and this is helped by the attractive displays of work and language in the subject to be found in most classrooms.
83. The quality of teaching is satisfactory overall in both key stages. In Key Stage 1, half of the lessons observed were judged to be satisfactory, with the other half equally split between good and very good teaching. Features of better quality teaching include a good pace to the lesson with clear objectives related to real life situations, such as in working out the change pupils would receive from buying two items below fifty pence. The quality of teaching in Key Stage 2 was good or very good in half of the lessons observed. Three out of four other lessons contained satisfactory teaching, with one being unsatisfactory. The best lessons, as in one on proportion and another on problem solving for lower attaining pupils, contain very clear explanations of the learning objectives and an attractive and interesting introductory activity which gradually increases the level of difficulty in manageable steps, followed by group work

that is adjusted to suit the different levels of attainment in the class. Less successful teaching takes place when pupils who struggle with mental computation are not helped to work through the necessary step by step processes and their written work is not used to satisfy the stated learning objectives of the lesson. As a result, the plenary session at the end of the lesson does not entail pupils explaining the outcomes of their investigations. However, the high proportion of well taught lessons points to an overall improvement since the last inspection.

84. Across both key stages, the teachers have made a satisfactory start in implementing the National Numeracy Strategy. This has resulted in the pupils receiving an appropriately wide experience of all elements of the curriculum with a suitable emphasis on developing investigational skills. The practice of providing early morning revision of number operations is enabling pupils to retain their skills in computation. The quality of teachers' marking and writing varies considerably. Some teachers restrict marking to simple ticks where others give detailed explanations of how pupils should work to improve. On the board, some teachers form their letters and numbers in a well-organised lay-out, where others are unclear and untidy. This lack of consistency leads to an overall poor standard of presentation in the pupils' work and has a negative impact on standards in a subject where the accurate setting out of work is important. In the school as a whole, however, the teachers' enthusiasm for the subject, their positive relationships with pupils and their concentration on developing skills across all areas of the mathematical curriculum is now leading to an overall improvement in standards.
85. The subject is well led by an able and experienced co-ordinator. She has led staff meetings and organised training sessions for the implementation of the Numeracy Strategy. She has briefed the governing body on these new developments. An assessment programme is being implemented across the school. This is enabling the school to develop targets for individual pupils and, in some cases, to monitor progress towards them. Using the information gained, the school is setting overall targets for end of Key Stage 2 test results which are very challenging. The co-ordinator is monitoring standards by scrutinising teachers' planning and samples of pupils' work but has insufficient opportunity to monitor and influence the work of other classes, especially in Key Stage 2. The practice of setting pupils in Years 5 and 6 has been reduced to one year only and this has resulted in lower attaining pupils being taught in larger groups than before in Year 5. A new printed scheme has been introduced across the school. This is providing teachers with a suitable structure for their work together with regular assessments of the pupils' progress. However, planning for the use of mathematical skills in other subjects is weaker, with few examples being seen during the week of the inspection. There is evidence of work in data handling for older pupils in information technology and in design and technology where Year 3 pupils were using measuring skills in their model making. This was variable, however, as in another class this work was carried out by the teacher. Pupils are given an increasing amount of homework. A homework club is organised for older pupils. This, together with the organisation of 'booster' classes in mathematics during half-term week, is evidence of the school's determination to support the progress of all pupils. Resources for the subject are sufficient in quality and number.

## **SCIENCE**

86. Teacher Assessments at the end of Key Stage 1 in 1999 showed that 66 per cent of pupils in Year 2 reached the expected Level 2. No pupils attained the higher Level 3. This was well below the national averages of 87 per cent attaining Level 2 and 20 per cent reaching Level 3. Although current attainment levels are still below average, improved planning structures and more rigorous use of assessments introduced recently are beginning to have a positive effect on standards.

87. The 1999 National Curriculum test results for eleven-year-olds show that standards are well below average nationally and below average when compared with similar schools. Standards of work seen during the inspection indicate that attainment is still below average. However, standards have risen slightly over time. As with Key Stage 1, more structured systems for planning and assessment are helping to maintain the improving trend.
88. By the end of Key Stage 1, pupils develop a secure understanding of life processes. They know that warmth and water are important to plant growth by observing plants in different growing conditions. They learn about their own growth and how to keep their bodies healthy. When studying forces they test cars on different surfaces and gradients to observe the effects of friction. They know that there are 'pushing' and 'pulling' forces. They develop their awareness of everyday materials and the uses of wood, glass and plastic, for example.
89. By the end of Key Stage 2, pupils know about the sources of light and how light travels, linking this effectively to their study of the human eye. They know that materials can be grouped into solids, liquids and gases and that some materials are soluble. They construct electrical circuits, including those with buzzers and switches, and investigate the effects of varying the thickness and length of wire in simple circuits. Whilst the National Curriculum is broadly covered, there are some gaps in pupils' learning. In their work on life processes there is little evidence of pupils' studying bone structure, or of how the human body systems work. Nor is there evidence of work on balanced and unbalanced forces, for example. Such gaps in pupils' knowledge and understanding inhibit their capacity for improved levels of attainment.
90. Teaching and learning is satisfactory overall at both key stages. Teachers question pupils effectively to clarify earlier learning and share new objectives with pupils so that they know what they have to do. There is an appropriate emphasis on investigation and this interests and motivates pupils. In a Year 1 lesson, pupils gained a deeper understanding of living and non-living things through their observation of growing cress seeds. In this lesson the teacher's good use of vocabulary resulted in pupils gaining a good range of words to describe characteristics of plants. In a Year 3 lesson, pupils used magnifiers to study a number of soil samples and could conclude that they were from different areas because of the soil colour and content of particles. In this lesson, the teacher's subject knowledge and enthusiasm for science were motivating factors in stimulating pupils' learning. Good relationships are established between teachers and pupils and this is reflected in pupils' behaviour. They are co-operative and respectful towards one another. Work is generally matched well to the pupils' level of understanding and classroom assistants work effectively to support less able pupils. Recording of work is a weakness. It is not always clear what pupils have discovered because presentation and layout of work are untidy. There are too few examples, especially in the work of older pupils, of information and communication technology being used to record and present findings. In a small number of lessons, the lack of clarity about what pupils are to learn and the slow pace of the teaching contribute to towards unsatisfactory learning for those pupils.
91. Although overall attainment in science has improved slightly since the previous inspection, the school recognises that it remains considerably below the national levels. The recently appointed co-ordinator has already taken some positive measures to raise standards but they have not yet had sufficient impact in the school. National guidelines provide a basis for structured planning. Although they are not yet integrated into a specific scheme of work which fully matches the school's needs, they provide sound support for teachers. Assessment systems have been improved. Completed assessment tasks are matched with National Curriculum attainment levels so that individual progress can be monitored more closely. There is no monitoring of pupils' work by the co-ordinator to gain an overview of standards throughout the school and insufficient time is allocated to the monitoring of teaching quality. There has been no recent staff development to consider new teaching strategies or examine the scientific concepts, which underpin the new guidelines, being used. Resources for science are satisfactory in both range and quality and these are used effectively to support pupils' learning.

## ART

92. The last inspection judged that attainment in art was satisfactory at the end of Key Stage 1, but that there were weaknesses in pupils' knowledge, skills and techniques by the end of Key Stage 2. At this time, there was no scheme of work and planning did not identify a range of skills and techniques. Since then, the school has adopted a scheme of work based on nationally produced guidelines. The current inspection team found that the quality of teaching has improved and is now satisfactory with some good features. As a result, by the end of both key stages, pupils now produce work which is broadly in line with what might be found nationally for pupils of their age.
93. The strengths of pupils' achievements in Key Stage 1 are that they use a wide variety of different materials and techniques, including colour matching through paint, pastels, and pattern and texture in fabrics, to create pictures, printing and collages. Year 2 pupils have produced good clay models of sunflower heads and pinch pots, both of which have been painted with care. However, not all work shows sufficient attention to detail. In Key Stage 2, pupils are introduced to the different methods and approaches used by artists past and present, such as work in the style of Picasso in Year 6 and attempt to reproduce the effects of Jackson Pollock using computer drawing programmes. There are some good examples of work on display, including carefully drawn observational drawings of trainers in Year 4, many of which show good attention to detail, as well as use of the technique of shading. Clay work is a strength throughout the school, with many good examples, particularly of tiles. Printing is also a strong feature and the development of pupils' skills in this is evident from the range of work on display across the age range. For example, Year 1 pupils have used string printing to produce an interesting texture for a wall display about a wooden horse, Year 2 have developed this to print a wall hanging and by Year 6, pupils make printing blocks using a variety of techniques, such as more complex string patterns and designing blocks using positive and negative images. In some classes, sketchbooks are well used to try out ideas and techniques but this good practice is not consistent across the school. In a Year 3 lesson, pupils were encouraged to discuss each other's work, giving reasons for their likes and dislikes. In Year 4, pupils make good use of evaluation sheets to give their response to pieces of artwork of both famous artists and each other. In a Year 6 lesson on colour matching, as preparation for attempting to copy the style of Tudor portraits, pupils used appropriate vocabulary to describe some of these paintings, describing texture and form and recognising that appreciation of texture is limited when looking at a reproduction.
94. Pupils respond well to lessons and show a pleasure and pride in their work. Where the lesson is challenging they are able to persevere and achieve a satisfactory result, such as a small group of Year 4 pupils attempting to reproduce the impression of a cave. These pupils were initially unsure about how to approach the task but with the encouragement of the learning support assistant they eventually produced work with which they were pleased. They show positive attitudes to their work and behave well. They respond enthusiastically to challenges and co-operate effectively. Pupils discuss their work willingly and some are capable of sustained periods of concentration.
95. Teaching is satisfactory with some good features and promotes sound educational standards. Teachers have sufficient subject knowledge to teach a good range of techniques and media and use subject specific language to increase pupils' own vocabulary. Lessons are well organised and teachers effectively use their good relationships with pupils to encourage them to try out ideas and develop techniques. In one good Year 4 lesson, the teacher demonstrated a wide range of techniques and media, encouraging pupils to take time and care to portray different textures in still life drawings. All teachers observed had high expectations of their pupils' behaviour.
96. Art is taught as a separate subject where the pupils learn specific skills and techniques and as an integral part of other subjects. Examples of artwork linked to topics include drawings of sarcophagi in their topic on Ancient Egypt and a careful drawing of the school building on a poster promoting good attendance produced by a Year 2 pupil.

97. The art co-ordinator has been in post for only a short time. She has produced an action plan of what needs to be done to improve the quality of teaching and learning but at present opportunities for observation of teaching are limited. Resources represent a satisfactory range and are sufficient for most work in the curriculum. They are well used by staff. They include different types of paint, clay, textiles and artefacts. The range is good for making and investigating but resources for teaching knowledge and understanding are at present somewhat limited, particularly multi-cultural resources to allow pupils to develop their knowledge and appreciation of art from traditions outside Europe. The quality of presentation and display of artwork throughout the school enhance the learning environment for pupils and staff.

## **DESIGN AND TECHNOLOGY**

98. Standards in design and technology at both key stages are similar to those seen in most schools and represent an improvement in standards at the end of Key Stage 2 since the last inspection. Pupils gain a satisfactory range of experiences as they progress through the school. Younger pupils, for example, when designing and making puppets use paper bags as a base. They fold paper to make 'sculptured' arms and legs and use a range of materials to add finishing features. Year 2 pupils design and make aprons; they later evaluate them and discuss how they might be more 'fit for purpose'.
99. Pupils at Key Stage 2 build effectively on earlier skills. Year 3 pupils, for example, design moneyboxes with mechanical opening devices, which they make from hardboard. Pupils improve their measuring skills, as well as their ability to handle and use saws correctly. By the end of the key stage pupils effectively apply knowledge of other subjects, such as science, to make electric board games, showing a good understanding of circuits in their designs.
100. The quality of teaching is satisfactory overall. Teachers prepare lessons well and make good use of the resources available. Tasks are explained clearly and proper attention is given to health and safety during the lesson. In a Year 3 lesson, for example, inappropriate use of tools was thoroughly discussed and, as a result, pupils worked carefully and successfully to prepare materials for the next stage of making. In a Year 2 lesson, the interesting range of resources provided by the teacher promoted some exciting and purposeful learning when pupils designed, made and tested the healthy breakfasts they had made. Good relationships are established and consequently pupils are co-operative and helpful towards one another. Teachers establish a calm purposeful atmosphere in classrooms, which results in good and responsible behaviour from pupils.
101. The recently appointed co-ordinator provides satisfactory leadership of the subject. There is a clear action plan for development of a structured scheme of work incorporating national guidelines for the subject. Resources for the subject are adequate to meet present curriculum needs.

## **GEOGRAPHY**

102. The previous inspection indicated that standards were average and this is confirmed from evidence taken from two lesson observations, from a scrutiny of pupils' written work and from classroom displays.
103. In a Year 1 lesson pupils were able to use questioning skills to find out about an African country from a visiting parent. Some children could make comparisons with another country from their previous learning and were able to relate clothing to climate. In a Year 6 lesson, pupils were using their previous knowledge about different types of settlement to consider how the best use could be made of a vacant piece of land. Groups co-operated well in discussions of the advantages and disadvantages of various options.
104. The scrutiny of work shows that pupils have a range of geographical experiences. In Key Stage 1, they learn about contrasting countries around the world. Their study of the local area includes going out to make a tally of local shops and looking for clues about public services.

Pupils in Key Stage 2 record local weather conditions and look at world climates. They study countries in Europe and further away, using knowledge gained from pupils' visits to provide first hand information. Their knowledge and understanding of everyday life in other countries are extended by a topic on St. Lucia in which crop growing and other occupations are considered. Towards the end of the Key Stage pupils' discussions indicate a sound knowledge of different types of settlement.

105. Overall, the quality of teaching is judged to be satisfactory in both key stages. However, the written evidence indicates that, in some aspects of the subject, too much reliance is being placed on direct teaching of content rather than on the development of the skills of geographical enquiry. Mapping skills are underdeveloped throughout the school.
106. The recently appointed co-ordinator has made a sound start in identifying the actions required to improve provision in the subject. She has begun to monitor teachers' planning. It is too early for any judgement to be made about the impact of her leadership on pupils' learning. Resources are adequate for the current curriculum with the exception of the quality and quantity of atlases.

## **HISTORY**

107. Only one lesson in this subject could be observed in Key Stage 1. This, together with the scrutiny of pupils' work completed so far this year, indicates that a suitable curriculum is offered to the pupils and that this enables them to progress satisfactorily. Towards the end of the key stage, pupils develop an all-round view of what life was like, for example, in Victorian times, although opportunities to compare this with everyday life today are limited. More lessons could be seen in Key Stage 2 and pupils here achieve well overall. They study a variety of topics from the past, for example the Greeks, the Romans and life in Britain since the 1930's, and towards the end of the key stage, in their study of Tudor Times, pupils are making good connections between other subjects such as geography and religious education. They study how towns developed, gather data and look for sources of evidence from old maps and use their skills to form comparisons with life today. Pupils with special educational needs at both key stages make satisfactory progress, although this could be improved with the provision of a greater variety of tasks, suitably adjusted to give a more appropriate level of challenge. At both key stages, pupils work at levels appropriate for their age.
108. In Key Stage 1, pupils' attitudes to their work are satisfactory and they are good at Key Stage 2. Some of the younger pupils have difficulty concentrating but they enjoy looking at pictures and artefacts. In Key Stage 2, pupils approach the more active lessons with great enthusiasm. This was especially evident in the Year 4 work on the Ancient Greek myths where a variety of explorations took place, including retelling the story in dramatic form. Very good attitudes were also seen in a Year 6 lesson on the Spanish Armada where pupils listened to the teacher's explanations with full attention and their writing showed that they could empathise with the feelings of the sailors as they approached the battle.
109. The quality of teaching in Key Stage 1 was satisfactory in the lesson seen. The teacher prepared the teaching materials well, although books available in the classroom were not used sufficiently as sources of evidence. Good relationships were established with pupils, some of whom had problems keeping to their tasks, and this helped them to succeed. In Key Stage 2, the overall quality of teaching is good. Better teaching is typified by a good grasp of the subject, the preparation of a range of teaching materials and an enthusiasm for the subject which conveys itself to the pupils. Pupils' research skills are well developed, as, for example, in a Year 5 lesson on Roman Gods when the teacher organised the resources so that pupils had to go to more than one source of reference. Less successful teaching takes place when pupils' behaviour is allowed to deteriorate and listening skills are undeveloped as a result.
110. The subject is well led by an able and enthusiastic co-ordinator, although there are insufficient opportunities for her to assess the quality of teaching and learning across the school. As a result, the width and variety of activities are uneven, with some classes having more opportunities for visits to historical sites than others. At present, the school is using a slimmed down version of the scheme proposed by the Local Education Authority. Year group teachers

use this to plan well together and co-ordinate the learning in their classes. As yet, there is no formal process for assessing the pupils' progress and abilities in the subject. Consideration of a new scheme of work and other issues are planned within the overall School Development Plan for the coming summer term. Resources for the subject are adequate, although a recent audit did show that there are a number of old textbooks whose relevance is limited for modern lines of enquiry. There are a number of CD-ROMs for use in historical enquiry but there is little evidence of their extensive use. Word processing skills are used to good effect in some years.

111. The school has made good progress in this subject since the last inspection, especially in the overall quality of teaching.

## **INFORMATION TECHNOLOGY**

112. Information and communication technology has been a focus for development in the school and has improved since the last inspection, when standards were seen to be below average at both key stages. This was due to a lack of staff expertise and equipment and an unsatisfactory curriculum. Sound structures have been put in place to improve pupils' skills and raise levels of attainment and these have begun to improve standards. Recent developments, such as the upgrading of equipment and the creation of a computer suite, have resulted in pupils getting more 'hands on' experience and in lessons that take place in the suite they are making satisfactory gains in knowledge, skills and understanding.
113. By the end of Key Stage 1, pupils display average levels of attainment, although few are working at the higher levels. In Year 1, pupils enter a program, find their saved work and add text to the pictures of sandwiches, which they have previously drawn. By the end of Key Stage 1, most pupils can confidently use a mouse to point and click at icons or images to load software. With support, they gain information about music from a CD-ROM and evaluate the program by making reference to the quality of the voice and instrumental production. They are learning to use the directional key, caps and delete keys.
114. By the end of Key Stage 2, pupils have below average levels of attainment. In Years 3 and 4, consistency of provision is assured by the use of specialist teaching and the confidence and expertise of these teachers are used well to plan work that builds systematically on the pupils' knowledge, skills and understanding. In Year 3, good links are made between music and information and communication technology and result in pupils developing their skills of composition. In Year 4, pupils enthusiastically use a scanner and digital camera to make composite images. The skills of a primary helper are used well in this session and she makes a positive contribution to pupils' learning by, for example, demonstrating how to use the camera. In Year 5, the pace of learning is good when a teacher uses her expertise to set work that interests and challenges pupils. This results in pupils working well together in pairs and producing plans of the classroom using appropriate symbols in the key. Pupils in Year 6 enjoy working with spreadsheets and developing formulae to calculate the area and perimeter of rectangles. By the end of Key Stage 2, pupils change letter sizes and fonts, print and save their work. However, the attainment of the majority of pupils in Year 6 is below average in control, monitoring, modelling and the use of the Internet.
115. During the inspection, pupils were seen to be making satisfactory progress in information and communication technology at both key stages but, because of a lack of opportunity to practise their skills, insufficient up to date computers and an inadequate coverage of the curriculum throughout their time in school, pupils at the end of Key Stage 2 have made unsatisfactory gains in learning overall. Access to computers has improved and pupils are now getting regular opportunities to develop their skills in the suite. This is starting to improve the rate at which pupils learn. However, the school has not clearly thought about how pupils should use this information technology facility outside of the timetabled lessons or what use should be made of the computers in classrooms. Those pupils with computers at home have greater opportunity to practise their skills and consequently reach higher levels of attainment than that of their peers. Pupils with special educational needs and those who speak English as an additional language make similar progress to that of their peers.
116. The quality of teaching is satisfactory at both key stages. Teaching is best when expectations are high, subject knowledge is good and when help can be given quickly to pupils. Teachers

are able to give competent demonstrations due to training undertaken in school, which is specifically aimed at those areas in which teachers are less confident. These weaker areas in teachers' knowledge and understanding are control technology, monitoring and use of the Internet. Further opportunities have been identified to support staff in these areas.

117. The majority of pupils enjoy using information and communication technology and respond well to their teachers' instructions. They can be trusted to work well together for short periods without direct supervision and give each other support. They work co-operatively and share access to the computers fairly. They are keen to investigate new programs and have good attitudes to learning.
118. Management is based on good subject knowledge, which has been further developed by attendance on professional development courses. There is a clear view on how to monitor and improve the subject and its teaching although up to now the co-ordinator has not undertaken these activities formally. Last year, however, the expertise and confidence of teachers were enhanced by the co-ordinator working alongside her colleagues in identified lessons. Whilst the curriculum is now appropriately planned to cover all areas of information and communication technology in a systematic way, there is no formal system for assessing pupils' standards and their learning across the school. However, some good practice was seen, for example in Year 4, when pupils were encouraged to assess their own learning. The school has the staff with appropriate expertise to build on its successes and to continue to improve teaching and learning in information and communication technology.

## **MUSIC**

119. A limited number of lessons were seen during the course of the inspection. A part-time teacher, assisted by the class teacher, takes classes in Key Stage 1 and in Years 4 and 6. In Years 3 and 5, year group teachers teach music. At Key Stage 2, hymn practice was also seen and, in addition, the lunchtime choir and after-school band sessions were also observed.
120. On the evidence seen throughout the school, pupils at Key Stage 1 are making good gains in their learning and at Key Stage 2 pupils are learning satisfactorily. Pupils, including those with special educational needs and those who speak English as an additional language, are achieving the standards in their work which are expected for their age. Key Stage 1 pupils conduct the singing of nursery rhymes in order to vary the musical elements of speed, pitch and dynamics. They can beat percussion instruments with clarity, showing an awareness of the beat. Their singing is enthusiastic without being particularly tuneful. In Key Stage 2, pupils develop their awareness of group playing. Year 6 pupils create group accompaniments to well-known nursery rhymes with instruments played to harmonise with and respond to one another. Their grasp of notation is less well established and practised. As a result, there is little exploration of pitched accompaniment. The choir, which is comprised mainly of girls from Years 3 and 4, sings well with an extensive range of songs learnt from memory. They vary the quality of their singing well in response to the mood of the songs. The school band takes pupils from Years 5 and 6. Pupils learn to use keyboards to provide good, extended accompaniments to songs. Some of the percussion accompaniment is of a high standard. In hymn practice the pupils sing with gusto, responding well to the promptings of the headteacher. On occasions this can lead to pupils paying insufficient attention to the intended mood of the hymn, such as in singing 'The Lonely Child'. Their awareness of the length of notes is limited. The school makes insufficient use of pupils from the choir as exemplars of good control or in practising part singing. Pupils with special educational needs make satisfactory progress in both key stages.
121. Across the school, the attitudes of pupils to their music lessons are good overall. They enjoy singing and listen well to group compositions. In general, however, they co-operate well and respond well to the suggestions of the teacher. Boys and girls work alongside one another without displaying any sense of rivalry. The contribution of music to important school events, such as in concerts for parents or in inter-school festivals, is an important part of the creative ethos of the school.
122. In the lessons seen in Key Stage 1, the quality of teaching was good overall. Features of good

teaching are good subject expertise allied to a boundless enthusiasm which readily conveys itself to the pupils. Pupils are used well to demonstrate the techniques of conducting. The lessons seen in Key Stage 2 were satisfactorily taught. In a Year 6 lesson, demonstrations of changes in tempo were more effective than those of changes in pitch and, as a result, the pupils' subsequent choice of explorations was limited. The structure of lessons is generally effective with warm up singing activities followed by group improvisations and performance. On occasions, pupils make sensible comments about the group's performance which lead to improvements in learning.

123. The subject co-ordinator has contributed well towards a whole-school approach through the implementation of a published scheme of work, which is followed across all years. A well-organised subject file is maintained and an action plan for leading the subject forward has been devised; this involves the scrutiny of teachers' half-termly plans and an assessment of the success of the scheme of work. The co-ordinator leads the school band and choir and these groups have contributed well to many school events. Music contributes well to the provision for equal opportunities where, in the choir and band, pupils' talents are encouraged and developed. As yet, there are no formal assessments of pupils' progress in music. Resources for the subject are good, with a range of keyboards and percussion instruments from a variety of cultures. The information and communication technology suite allows keyboards to be linked together in some lessons.
124. Overall, the school has made good progress since the last inspection in this subject, continuing established traditions well and developing further the quality of teaching and the organisation of the curriculum.

## **PHYSICAL EDUCATION**

125. Pupils make satisfactory progress as they move through the school and display skills similar to pupils of the same age nationally. These findings are similar to those reported in the last inspection.
126. During the inspection the focus for teaching in Key Stage 1 was on dance. In the two lessons seen, the pupils engaged in a variety of warm up activities to ensure readiness for the main part of the lesson. Pupils respond well to the instructions of their teachers, using all the space and varying pace and direction on a command. Year 2 pupils are able to produce four distinctly different types of jump, emulating a kangaroo, a rabbit, a frog and a grasshopper. Group demonstrations ensure pupils are striving to produce good quality actions. The use of pupils' evaluations of performances is a useful strategy to ensure all respond well to the tasks. Pupils' comments are supportive, showing developing social skills and opportunities to extend their speaking and listening abilities.
127. Three of the four lessons seen in Key Stage 2 had dance as the main focus. Some younger pupils are able to respond in movement to a musical beat and to learn some basic country dance techniques. In a Year 5 class, a poem provided a good stimulus for stretching and curling movements. The quality of pupils' interpretations in these lessons was not as satisfactory as it might have been because poor class management led to lack of concentration and some inappropriate behaviour. In a Year 6 gymnastics lesson, on the other hand, pupils' responses were good. They could move slowly, with good balance, during floor work and in developing flowing movements over small apparatus. Group co-operation during discussion and in activities was good, leading to sensitive evaluations of performance and good gymnastic skills.

128. Overall, the quality of teaching is satisfactory. It is at its best when expectations of pupils are high and when good pupil management results in pupils responding and concentrating well, thereby producing movements of good quality. All teachers ensure pupils are aware of safety issues and the reasons for them. Time is used effectively in lessons with appropriate warming up and cooling down activities and elements of vigorous physical activity.
129. The curriculum for physical education is broad and resources for indoor activities are adequate. A whole-school curriculum plan is required so that there is an appropriate balance of activities in order to ensure continuity and progression in pupils' learning. The school lacks an area of grass on its own site but a nearby playing field is available for games activities and for annual sports days. Swimming has not been taught for some time due to the closure of the local pool; the school does not, therefore, comply with the requirements of the National Curriculum. The newly appointed co-ordinator has begun to monitor teachers' planning, prepared a draft policy statement for discussion and identified other areas for action. Extra-curricular activities include football and netball clubs, which are both well attended by boys and girls.

## **RELIGIOUS EDUCATION**

130. The last inspection report found that standards in religious education were in line with expectations at the end of Key Stage 1 but below what might be expected at the end of Key Stage 2. Teaching was mainly satisfactory, although there were a number of shortcomings, particularly at Key Stage 2. Progress since the last inspection is broadly satisfactory and reflects the improvements in the whole school. Pupils' knowledge and understanding at the end of both key stages is broadly in line with the expectations of the Locally Agreed Syllabus, although the quality of their written work does not provide an adequate picture of what they understand. The quality of teaching in Key Stage 2 has improved but some unsatisfactory teaching was seen in Key Stage 1.
131. At the end of Key Stage 1, pupils know facts about some major world religions, such as Christianity and Buddhism, and are beginning to have an understanding of the importance of religion on people's lives. They know that care and concern for other people and the wider world are important. Through their studies they develop an appropriate emotional response to the efforts, needs and circumstances of others. They are familiar with some Bible stories and have an awareness of moral issues, such as the need to care for others, as demonstrated in the story of the "Good Samaritan". However, work in their books is often poorly presented and in some cases lacks depth and therefore written work does not sufficiently provide evidence of what they know about the subject.
132. By the end of Key Stage 2, pupils understand that some beliefs in major world religions are similar. They study a range of celebrations and religious festivals and recognise the significance of various places of worship, books and artefacts. In their studies, they compare and contrast the beliefs of a range of major world religions, including Buddhism, Christianity, Judaism, and Islam. They recall significant facts from their studies of a number of religions and make links across these. For example, they discuss the major festivals of Judaism and the majority of Year 6 pupils are able to draw simple comparisons with festivals in other religions. However, a small proportion of pupils have not understood that Jews do not worship Jesus. A major impact of their religious studies is the respect and celebration of the differing beliefs of others. Year 6 pupils willingly talk about their understanding of religious beliefs and the need for tolerance and respect. They know that religion can have a significant impact on people's lives, for example in their work on Joan of Arc. Work in pupils' books has more content related to knowledge about religions than the moral and social dimension of the subject, although pupils in a very good Year 4 lesson showed insight into the issue of how courage might be interpreted. Overall, the subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.
133. Pupils' attitudes in class are good overall, although these are better in Key Stage 2 than in Key Stage 1. They usually listen to their teachers and each other and become involved in discussion. Most pupils discuss their beliefs and opinions sensibly. When talking about their feelings, they show that they respect the beliefs and feelings of others. Even in one lesson in

Key Stage 1 where the teacher's expectations were not well matched to pupils' understanding, pupils were keen to try to answer questions and in a lesson on Buddhism, one pupil in particular showed a great interest in the subject. In the very good lesson seen in Year 4, the teacher made effective use of the clear structure she has established in which pupils can discuss their opinions and those of others, particularly useful in this subject. In this lesson, pupils showed great respect for others' feelings and beliefs, referring to the opinions of others in their own responses. They made sensible choices when offered a choice of issues for discussion within the topic and made very good gains in social skills as well as in their moral development.

134. In Key Stage 1, two lessons were observed: teaching in one was satisfactory and unsatisfactory in the other. In Key Stage 2, where three lessons were seen, teaching overall was satisfactory, with one very good lesson. In four out of five lessons seen, teachers had sufficient subject knowledge to teach the subject effectively and were able to share their interest with pupils. This is an aspect of teaching found to be weak at the time of the previous inspection and shows improvement. Teachers generally have good classroom management skills, which allow pupils to discuss issues and build on prior learning. In all the satisfactory lessons seen, the quality of discussion expected of pupils was higher than that expected for their written work and this is reflected in the work in pupils' books, which is not well presented and limited by the below average writing skills of many pupils. The work in some classes is over reliant on work sheets, which are not matched to pupils' differing literacy skills. In the unsatisfactory lesson, the teacher's relationship with pupils was sometimes over critical and opportunities to explore the issues arising from the story of the "Good Samaritan" were missed. As a result, their understanding of the way the story had been used by Jesus to illustrate the principle of helping strangers was limited, although they understood the ideas of right and wrong underlying the story.
135. The teaching of religious education follows the requirements of the Locally Agreed Syllabus. The subject co-ordinator has recently taken on the subject but is very enthusiastic and keen to improve further the quality of teaching and learning. She has a clear vision of what needs to be done and has produced an action plan for the coming year. This plan includes the revision of the policy, which has not been reviewed for some years. There is no overall curriculum plan other than that in the Locally Agreed Syllabus, but this is sufficient to guide the majority of teachers in their planning. The co-ordinator monitors teachers' planning and offers advice and information. As in other curriculum areas, some learning objectives are not sufficiently clear, limiting the focus of lessons. Classes visit places of worship, particularly in the Year 6 topic on the local church. The school is building a collection of resources and artefacts relating to the major religions but these are not yet sufficient to ensure that parallel classes covering the same topic are well resourced. They are well used. Festivals are celebrated both in classes and as whole-school events and make a positive contribution to pupils' social and cultural development.