

INSPECTION REPORT

CHURCHFIELDS PRIMARY SCHOOL

Beckenham, Kent

LEA area: Bromley

Unique reference number: 101589

Headteacher: Mr J M Mercer

Reporting inspector: Ms S Billington
4343

Dates of inspection: 9th – 12th October 2000

Inspection number: 225357

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Churchfields Road
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Kent

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Appropriate authority: The governing body

Name of chair of governors: Mrs C Parry

Date of previous inspection: 9th February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms S Billington (4343)	Registered inspector	English Art	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning
Ms M Davie (11096)	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Ms A Bowyer (24678)	Team inspector	Mathematics Design and technology Religious education	Quality and range of opportunities for learning
Ms D Butterworth (25019)	Team inspector	Geography History Music Areas of learning for children in the foundation stage Equality of opportunity	
Mr R Hardaker (16971)	Team inspector	Science Information technology Physical education	Leadership and management
Ms S Airey (2913)	Team inspector	Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Churchfields is a larger than average primary school with 327 pupils on roll and a further 35 children attending the attached nursery. The majority of children in the main school are taught in year grouped classes, although there are some classes with mixed ages. The average class size is 30. Most of the pupils live locally and come from a wide range of backgrounds. The school accommodates a special opportunity unit for pupils with moderate learning difficulties aged from three to eleven. These children are taught in four small classes and join mainstream lessons whenever possible.

The area that the school serves has changed in recent years. Approximately twenty-five per cent of pupils are eligible for free school meals which is above average. Twenty-nine per cent of pupils in mainstream classes have special educational needs which is also above average. The majority of these pupils have learning difficulties, although some have behavioural and social problems. Approximately four per cent of pupils speak English as an additional language, an above average figure. The main community languages other than English are Bengali and Somali.

The majority of children have some opportunity for pre-school education before starting school. Approximately sixty per cent go through the nursery. Children's attainment on entry is broadly average overall. At the time of the inspection forty-six children were aged under five. The older children were in a reception class and the younger, currently in the nursery, will join a second reception class in January. There is an above average level of pupil movement, with around ten per cent of pupils joining or leaving the school each year.

HOW GOOD THE SCHOOL IS

The school is effective overall and areas of strength outweigh the weaknesses. Standards in English, mathematics and science have improved and are now broadly in line with national averages. The quality of teaching is satisfactory overall and the majority of pupils are achieving as well as they should. However, children with special needs in the mainstream school and some higher attaining children do not always make the progress that they should. Leadership and management is satisfactory overall, but some teachers do not get enough help in the classroom. The school gives satisfactory value for money.

What the school does well

- Pupils in the special opportunity unit and children with statements of special need in mainstream classes make good progress
- Children benefit from a good start in the nursery and reception class
- Pupils from the unit and those in the mainstream school work together harmoniously
- Staff work well as a team and many co-ordinators are working hard to raise standards in their subjects
- Governors play a key role in supporting and monitoring the work of the school

What could be improved

- The rate of progress of pupils with learning difficulties in mainstream classes
- The behaviour of a significant minority of pupils
- The way the school assesses its effectiveness
- The use of assessment information to plan for what pupils will learn next

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in 1998 and no longer has serious weaknesses. Standards in English, mathematics and science have improved and the improvement is being sustained. The quality of teaching is better. Teachers have better knowledge of the subjects that they are teaching and have higher expectations of what pupils might achieve. The quality of marking is better but, as in the last inspection, the work given to higher attaining children is often too easy. Leadership by the headteacher is now satisfactory and the governing body is more effective and now plays a vital role in planning for school improvement.

Statutory requirements for teaching the National Curriculum and completing registers are now met – but there are still gaps in the information given to parents in the prospectus and governors’ annual report. Lessons now start and finish on time.

Some weaknesses found in the last inspection still need to be addressed. The most significant of these is that progress for children with special needs and higher attainers is still unsatisfactory in some lessons.

STANDARDS

The table shows the standards achieved by eleven-year-olds, including the results of pupils in the unit, based on average point scores in National Curriculum tests

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	E	E	D	well above average A above average B average C below average D well below average E
mathematics	E	E	E	D	
science	E	E	D	C	

If the results of the unit children are excluded, the picture of standards for the year 2000 is as follows:

	Compared to all schools	Compared to similar schools
English	D	C
Mathematics	D	C
science	C	B

Results show a noticeable improvement over the past two years and are now close to those of similar schools. The inspection found that eleven year olds reach broadly average standards in English, mathematics and science. However, pupils’ reading is better than their writing mainly because there are weaknesses in spelling, handwriting and imaginative written work,

At the age of seven, the majority of pupils reach average standards in reading, writing, mathematics and science. The youngest children are in line to reach expected standards in all areas of learning at the end of the reception year.

Throughout the school standards in almost all other subjects are broadly in line with expectations. Standards in music are unsatisfactory.

Pupils in the special opportunities unit and those with statements of special need in mainstream classes achieve well. Other pupils with special needs do not achieve as well as they should for two reasons. The first is that they do not have enough support in classrooms and secondly work is often too hard for them.

The majority of other pupils make satisfactory progress in their learning and achieve as well as they should. There are times, however, when higher attaining children need a greater challenge to help them to make faster progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of children have positive attitudes and work hard; a minority of the older pupils do not have well-established work habits
Behaviour, in and out of classrooms	Most children behave responsibly in lessons and around the school; a minority are inconsiderate of others and the unacceptable behaviour of pupils in a few classes disrupts the teaching and learning of the majority.
Personal development and relationships	Relationships are generally positive and many children work well together. Most children enjoy taking on responsibilities.
Attendance	Satisfactory overall; the vast majority of children attend school regularly but a few arrive late on most days.

TEACHING AND LEARNING

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

Teaching is generally satisfactory and much is good. In ninety-two per cent of lessons teaching is satisfactory and in forty-six per cent of these teaching is good and occasionally very good. Eight per cent of lessons are unsatisfactory.

Teaching of English and mathematics is often good and teachers are making good use of the national strategies for literacy and numeracy to support their planning. In most lessons teachers make good use of resources and good, focused questions to enable children to learn.

The main weakness in teaching is that the work is often very similar for all pupils and does not cater for their different abilities. In a few lessons, the poor behaviour of a few children means that teaching is almost impossible and time for learning is lost.

Teaching of children in the nursery and reception class is securely underpinned by good relationships and sensitive handling of children's individual needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Generally broad and balanced. Many aspects of the curriculum for nursery and reception children are good.
Provision for pupils with special educational needs	Good for pupils with significant difficulties. Unsatisfactory for pupils with special needs in mainstream classes who often do not make the progress that they should.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. There are improved opportunities for spiritual development but not enough is done to introduce children to different cultural traditions.

How well the school cares for its pupils	The children are generally known well and are well looked after in school. Some staff lack awareness of child protection procedures. Children's progress is tracked, but not enough use is made of the information to help all pupils to make the progress that they should. .
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The school works hard to inform parents about school activities and aspects of the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the head and senior staff is satisfactory overall. Most co-ordinators successfully fulfil their responsibilities and offer a very good level of support to their colleagues.
How well the governors fulfil their responsibilities	Governors are committed, supportive of the school and very well informed. They have a good awareness of the school's strengths and weaknesses.
The school's evaluation of its performance	This is a weakness. Not enough use is made of information about pupils' performance to assess the overall effectiveness of the school's work.
The strategic use of resources	The school is not making the best use of some of its resources. For instance the non-contact time for senior staff is not always used effectively to support teaching and learning.

There is an adequate number of teachers although their time is not always used in the most efficient manner. There are too few support staff to help pupils with special needs, particularly in Key Stage 2 classes. Accommodation is very good, with very good facilities for teaching and learning, but the environment could be more attractive.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Children like school and make good progress ▪ Children are expected to work hard ▪ The teaching is good ▪ Staff are approachable 	<ul style="list-style-type: none"> ▪ The range of activities outside lessons ▪ The information that they get about their children's learning

The inspection broadly supports parents' positive views, although inspectors found that teaching and pupils' progress are satisfactory overall rather than good. Concerns about extra-curricular activities are justified; these are limited except for pupils in the special opportunity unit. The school provides an adequate range of information about school events and the curriculum, but the quality of pupils' annual reports could be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards have risen over the past two years. The overall picture is that standards in almost all subjects are broadly in line with expectations and that the majority of pupils are achieving as well as they should. This represents an improvement from the last inspection, where pupils made unsatisfactory progress in their learning and standards were found to be below average in most subjects at Key Stage 2.
2. In 1999, results of standardised tests at Key Stage 1 were close to the national average in reading but were well below average in writing and mathematics. Results of the most recent tests in 2000 indicate that standards in reading have been maintained and show a marked improvement in standards in writing and mathematics, with standards overall in line with the national average. Overall there has been no significant difference in the standards attained by boys and girls. However, the performance of boys in reading has improved and in 1999 it was better than the national average for the first time in four years. The performance of girls in writing and mathematics declined in 1998 and 1999 and was not quite as good as that of boys. At the time of the inspection, there was no comparative data on attainment by gender for the year 2000. However, the inspection found no significant difference in the standards attained by boys and girls, with the majority reaching broadly average standards.
3. Published results of standardised test include the results of pupils in the unit, none of whom are disapplied from the National Curriculum. In 1999 at Key Stage 2, results of standardised tests in English were below the national average and in mathematics and science results were well below average. However, the results in all three subjects represented an improvement compared to those of the two previous years when there was a significant dip in performance. The results of tests in 2000 show that the improvement has been maintained overall, with the majority of pupils reaching expected levels in English and mathematics although results are still below the national average. Results in science show a dramatic improvement with the vast majority of pupils reaching expected levels and results in line with the national average. Boys performed better than girls from 1997 to 1999 against the national trend. As with Key Stage 1, the inspection found no significant differences in the performance of boys and girls.
4. Compared to similar schools, test results in Key Stage 1 in 1999 were below average and results in writing and mathematics were well below average. At Key Stage 2, results in English, mathematics and science were well below average. However, this information is also based on the performance of all pupils, including those in the special opportunity unit and therefore makes a direct comparison invalid. Excluding the results of the unit children the target set for attainment in English at the end of Key Stage 2 was just exceeded but that for mathematics was not quite met,. Targets set for 2001 are less ambitious than those for 2000 and lack a level of challenge to reflect the improving performance of the school overall.
5. The national literacy and numeracy strategies have been successfully implemented throughout the school. This has had a significant impact on the quality of teaching in English and mathematics and been a key factor in the rise in standards.
6. By the time they leave the school, the majority of pupils read a range of texts

accurately and with understanding. They express preferences for particular types of books and authors and use their reading skills to research and locate information. Pupils write clear factual accounts, for example in science, and in history where they describe the lives of historical figures such as Henry VIII. They are less confident in the creative aspects of writing and skills in reading are much better than those in writing. Many pupils in Years 5 and 6 have weak spelling and handwriting skills, but lower down the school pupils' written work is improving because of the recent focus on improving writing.

7. In mathematics, at the age of eleven the majority of pupils successfully use the four operations and have an understanding of place value to tens of thousands. They successfully add two digit numbers mentally and can double and halve four digit numbers. They work with numbers up to two decimal places, understand equivalent fractions and can reduce them to the smallest number.
8. In science, the majority of eleven-year-olds have a secure understanding of all aspects of the subject, including nutrition, life processes and the properties of materials. They carry out experiments and investigations and understand the conditions for making a test fair.
9. Standards in information and communication technology (ICT) are in line with expectations throughout the school. The establishment of an information technology suite, a programme of staff training and clear guidance to support teaching have brought about significant improvements.
10. In religious education, history, geography and physical education standards are broadly average. Although there was limited evidence of work in art and design and design and technology; that seen was in line with expectations. In music, pupils reach average standards when taught by teachers with good subject knowledge but in classes where teaching is heavily reliant on recorded programmes, standards are below average.
11. Many children have the opportunity to attend the nursery before admission to the main school. They benefit from their time there and have a good basis of personal and social skills and speaking and listening skills when they join a reception class. This is successfully built on and the majority of children are in line to achieve the early learning goals at the end of this foundation stage.
12. As they go through the school, the majority of pupils achieve as they should and reach the standards of which they are capable. However, a small group of higher attaining pupils could make progress at a faster and more sustained rate in lessons. A larger group of pupils with special educational needs make unsatisfactory progress. Work is not sufficiently modified to meet their learning needs and to address the targets set in their individual education plans. This group does not include those pupils in the special opportunity unit or those in mainstream classes with statements and specific support. These children make good progress and achieve well in relation to their capabilities. This is an improvement since the last inspection when the older pupils in the unit were found to make unsatisfactory progress.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to school are satisfactory overall and this has a positive impact on their learning. Many pupils listen to their teachers carefully, behave well and are eager to learn. They work hard to succeed and co-operate well with each other and the adults in the classroom. There is, however, a significant minority whose behaviour is unsatisfactory and disruptive.
14. The behaviour and attitudes of the youngest children are always good and this makes a significant contribution to how well they learn. Nursery and reception children manage school routines with confidence. They enter their classrooms happily and are keen to get on with their busy days. They sit quietly during discussions and maintain interest and concentration well, although occasionally children in the reception class become restless when they are static for too long.
15. Many of the older pupils also show a high level of interest in school life. They are quick to organise themselves when they enter their classrooms and get on with their required tasks. In a Year 2 English lesson pupils settled and worked with application while reading poems and identifying rhyming words, because the tasks were well organised and the level of adult support allowed for quick and ongoing help when it was needed. In a Year 4 maths lesson practising doubling, adding and subtracting, pupils were highly motivated and keen to take part because the task was interesting and challenging. Similarly, in a Year 6 mathematics lesson about data handling, pupils worked hard and made good progress because of the teacher's high expectations. However, pupils with special needs often cannot sustain concentration. They find it difficult to maintain interest and motivation in parts of lessons that are not relevant, practical or where work is not appropriate to their needs. On these occasions they often struggle with their work and sometimes begin to disrupt others.
16. There is a significant minority of pupils whose behaviour and attitude to their work is unsatisfactory and this sometimes results in disruption to lessons, and makes learning difficult even for children who are keen to work. This is sometimes because the pace of the lesson is too slow to keep children interested but often because the teacher has not established clear classroom control. This results in too much time being wasted on trying to manage behaviour and too little spent on teaching.
17. Most pupils work and play together well. Although there is little outside play equipment, most pupils occupy themselves positively at playtime and during the lunch break. In the infant playground children play imaginary "mums and dads" games, sit and talk on the benches or just run around to let off steam. There is less imaginary play in the junior playground but some of the girls practise song and dance routines and the boys enjoy playing football. There is, however, a very small number of children who are very boisterous and involve themselves in games that are mildly aggressive and intimidating. This type of behaviour is usually addressed by the staff on duty but pupils are not always quick to respond and change their manner of play.
18. Many pupils are keen to work collaboratively and are supportive of each other. In physical education lessons most work well in pairs or groups and are encouraging and helpful to one another. For example, in learning a rock 'n roll sequence in a Year 6 dance lesson, pupils worked very hard helping one another to master the complicated steps and timing, and showed their appreciation of the effort required by warmly applauding those who were confident enough to demonstrate.

19. Attendance rates are satisfactory and are broadly in line with the national average. This is similar to the time of the last inspection. The slippage of time, which was reported during the last inspection has been rectified, and lessons now begin and end on time. However, a minority of pupils are late on a regular basis in the morning and therefore make a poor start to their day.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching is satisfactory but it ranges from very good to poor. There is no significant difference in the overall quality of teaching in mainstream classes across the key stages and there is some good teaching in most subjects. Teaching in the special opportunity unit is generally good and sometimes very good. Teaching has improved since the last inspection, particularly in English and mathematics as a result of the successful implementation of the literacy and numeracy strategies. This inspection found that overall ninety-two per cent of lessons were satisfactory and forty-six per cent were good and occasionally very good. Eight per cent of lessons were unsatisfactory, of which one was poor, but this compares well with the last inspection when twenty-five per cent of lessons were unsatisfactory.
21. Teaching of the under-fives in the foundation stage is almost always satisfactory and sometimes good. There are particular strengths in the relationships between adults and children, demonstrated in the positive reinforcement of their efforts and a high level of praise for their successes. Staff have good knowledge of individual children and manage them well; this was demonstrated in a lesson where a child who tended to become restless and easily distracted was encouraged by the teacher to help her with a demonstration to the rest of the class. The learning environment is well organised, particularly in the nursery where children have good opportunities to have a range of practical experiences to support their learning. Teachers generally make good use of resources and demonstration, for example in showing children how to make a simple map of Goldilocks' route to the Three Bears House. No time is wasted, but there is a lack of focused teaching in the nursery to extend children's skills in literacy. Children generally make a good start in their learning, developing interest and positive attitudes.
22. In Key Stages 1 and 2 the majority of lessons are carefully planned with clear learning intentions that are frequently shared with children. This helps the pupils to be aware of the purpose of their activities and often forms the basis of a review of learning at the end of the lesson. Lessons are generally well structured, particularly in English and mathematics. Most teachers make good use of teaching time, although occasionally time is lost because of the poor behaviour of a minority of pupils. In extreme instances, this leads to virtually no teaching or learning in a lesson because too much of the teacher's time is taken up with trying to control the class.
23. Teachers generally use a range of teaching strategies to help children to learn. Many successfully use demonstration, questioning and explanation, particularly in teaching aspects of literacy and numeracy. These strategies are supported by good use of resources, so that, for example, enlarged versions of poems are on display to enable the teacher to draw pupils' attention to the writer's use of language and the rhyming patterns. In many lessons teachers make good use of clear explanations with specific subject vocabulary and encourage the children themselves to do the same; this is often a feature of successful science lessons. In a lesson with Year 3 pupils the teacher used good questions to enable the children to accurately describe different types of teeth and their functions. She then introduced the pupils to the proper names for these teeth and used a simple assessment task and feedback by individual

children to the class to check that they had learned these terms and differing purposes.

24. The main weakness in teaching, apart from the disruption caused by inappropriate behaviour in some classes, is that the tasks that groups are set are often very similar for all pupils regardless of their ability to cope. Insufficient use is made of information from assessment to ensure that tasks build on previous learning. This results in work that is too easy for some and too difficult for others, particularly those with special needs. These pupils struggle to complete a task or work their way through it, often with the help of friends, but without understanding what they are doing. This is often evident in English lessons that are planned on a weekly basis with a series of tasks to support a particular unit of work. In these lessons, but also in others where written work is required, insufficient account is taken of the area of difficulty and the very clear targets in the individual education plans for pupils with special educational needs. This sort of difficulty is most evident when the whole class completes the same worksheet or works from a commercial scheme.
25. Many teachers make good use of marking to evaluate pupils' achievements and to indicate how they need to improve. There are still inconsistencies in approach but the quality of marking in subjects such as English has noticeably improved recently and teachers are giving a good deal of time to this helpful way of giving pupils a clear view of how well they are learning. Homework is regularly used to support learning but the practice of setting homework is inconsistent and some aspects, such as children's reading outside school, are not closely monitored.

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

26. The broad and balanced curriculum meets the requirements of the National Curriculum, whilst reflecting the importance of numeracy and literacy. There have been some significant improvements since the last inspection. All subjects have been given enough time and are taught regularly and there are schemes of work in place for all subjects. The governing body has updated and ratified most of the curriculum policies including sex education and personal, social, and health education.
27. The way the curriculum is planned is appropriate to the age and increasing maturity of the pupils. Helpful half termly plans are provided by subject co-ordinators and where possible the teachers in each year group plan together, identifying clear learning aims for weekly lessons. However, a more carefully structured range of activities is needed to meet the needs of the differing levels of pupils' abilities. Pupils generally have equal access to all aspects of the curriculum and there is often good support to enable children to participate fully in all activities. However, occasionally children with special educational needs and those who receive music lessons from peripatetic teachers are withdrawn from parts of numeracy and literacy lessons and miss key parts such as the introductory work with a new text. Those children with statements of special needs are well supported in class, so that they have full access to the curriculum.
28. Since the previous inspection much work has been undertaken to improve the quality of the individual education plans for pupils with special needs and particularly to set clear and appropriate targets. This has been successful and when teachers use the targets in their lesson planning, pupils make progress. However there are occasions when these are not referred to and there is still insufficient modification of the curriculum to take account of pupils' abilities to cope.

29. The policy for personal, social and health education is satisfactory. The school takes account of the need to raise drug related issues and involves the community police in giving talks to the older children. Much of the programme for personal and social education is taught through subjects such as science and religious education but there is a lack of time for specific teaching of some aspects through, for example, regular discussion of responsibility to the school community.
30. The curriculum is occasionally enriched with visits to places of interest, for example the youngest children in the unit go to the National Gallery and Year 4 to Rochester Cathedral. Year 6 have the opportunity of a residential visit to a centre for technology and outdoor activities. The Globe Theatre Company also visits the school. However, the number of visits and the range of extra-curricular activities is still limited. This was raised by parents at the last inspection and still remains a justifiable concern.
31. The school provides satisfactory provision for pupils' spiritual, moral and social development but there is little to develop their cultural awareness. The school seeks to promote and develop a range of beliefs and values, particularly those of care for others and the difference between right and wrong. These values are reflected in the school's aims and in all classes the school rules are displayed and referred to where necessary.
32. There are opportunities for the pupils to reflect on their personal experiences, for example in Year 4 time to think about special places and things. Daily acts of worship make some contribution by offering a time for reflection on the topic for the day. This is particularly successful in the reception class where images are projected on to a wall or ceiling for the children to focus on whilst reflecting on the theme of the worship. There are special assemblies to celebrate Harvest, Christmas and Easter. Music is used to create the atmosphere for worship.
33. Social development is promoted through pupils being given a range of responsibilities and participation in a rewards and house point system. Year 6 pupils participate in a 'Playground Pals' scheme in which they lead a presentation in assembly on how it feels to have no-one to play with and act as befrienders to children in the playground. The school adopts a specific charity for the year and holds fund-raising events to support this. There are monitor systems in classes and the Year 6 pupils are encouraged to help in the nursery class during break times.
34. Provision for cultural development is a weakness. Pupils are given little opportunity to appreciate a wide range of cultures and other traditions apart from through teaching in religious education. In many areas of the curriculum for instance in art, English, history and music limited contribution is made to cultural development. There are few opportunities to visit the local museums and galleries. There is a lack of resources and displays of languages or artefacts from different cultures around the school. This limits opportunities for the children to become aware of and learn about the multicultural society in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Support for pupils' welfare makes a positive contribution to improving the educational standards they achieve, but there is insufficient attention to some aspects of safety and care in the school. Parents are generally positive about the support the school gives their children. Each child is well known and the good relationships between pupils and teachers and support staff ensure that their pastoral needs are generally met. Good relationships with the school nurse and visiting specialists also ensure that

when additional help is needed it is quickly to hand.

36. Procedures for encouraging discipline and good behaviour set out clear guidelines for teachers and parents say that they and their children are very aware of the school's rules and rewards. Teachers are encouraged to use strategies of positive behaviour management, but in some lessons this is unsuccessful and there is an over-emphasis on giving 'time-out' sanctions. This creates a poor learning atmosphere because there is invariably a long list of children's names on the board under threat of 'time out' and for some it is not a sufficient deterrent to stop their disruptive behaviour. Both the school and the educational welfare officer regularly monitor attendance, however few strategies are used to encourage pupils to improve their attendance or punctuality.
37. Monitoring and tracking of pupils' personal development is satisfactory. Individual class teachers are responsible for monitoring their pupils' overall attainment and progress during the year. Observation and recording of personal and social development takes place regularly in the nursery and monthly tracking sheets are kept as part of each child's records. In Key Stage 1, the achievement of individual targets is recorded and children share their successes with their parents. In Key Stage 2, however, records of personal development take on a less positive quality as they are often based on 'time out' records rather than on personal achievements.
38. Procedures for monitoring pupils' academic performance are satisfactory but the use of assessment information to decide children's next steps in learning is unsatisfactory. There has been some improvement to procedures since the time of the last inspection as there is now a policy and guidance for teachers. Records, which measure pupils' progress as they move through the school, are kept in all subjects except religious education, as are some work samples to demonstrate attainment. Attainment in English is tracked throughout the school to ascertain pupils' progress over time and targets for improvement are set in the core subjects of English, mathematics and science.
39. A considerable amount of data is available to the school from standardised testing. The school is now using this assessment information more rigorously than at the time of the last inspection, for example, to help to identify those pupils who would benefit from booster classes before standardised tests in Year 6. Assessment systems are, however, at an early stage of development. Although these will eventually include computerised record keeping and lead to setting individual as well as group targets there is currently a limited impact on teaching and learning.
40. Pupils are well supervised at work and play. Meal supervisors manage the lunchtime very efficiently and are well liked by the children. There is, however, little opportunity for them to give regular feedback to senior management. Some issues related to safety and protection of pupils were raised at the time of the last inspection and are still outstanding. These include the absence of a policy and appropriate training for all staff in matters of child protection, lack of emergency evacuation procedures on display in some rooms and the servicing of fire fighting equipment, which is overdue.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents' views about the school are positive. They are in general agreement that their children achieve well and feel that there has been recent noticeable improvement in standards in, for example, reading and writing. The vast majority of parents feel that their children like school and that they are expected to work hard. Parents also feel that the school is now more responsive to dealing with situations where they have concerns, for example about staffing.
42. Many parents feel that the amount of work their children are required to do at home is about right. A small minority says they are uncertain about how to help at home as they are given insufficient information about requirements. Inspection findings show, however, that parents do receive a wide range of information about their child's curriculum and homework guidance through letters and curriculum and open evenings. Parents' concerns about the range of activities provided outside of lessons are justified as there are few opportunities for children to take part in clubs, apart from those that are privately run.
43. Links with parents are satisfactory but more could be done to involve them in their children's learning, for example by encouraging them to come into school more regularly to see the work that is going on. The school's induction programme ensures that both children and their parents become familiar with the school, routines and staff, but as there are no home visits or individual interviews with parents before their children enter the nursery, little account can be taken of what parents know about their own children. However, parents do feel that staff members are approachable and that they are always happy to make arrangements to see them.
44. The quality of information for parents is satisfactory, although there are some weaknesses. Newsletters are frequent and informative and parents and carers new to the school are well informed by the prospectus. It has been rewritten in a less formal tone, however, neither it nor the governors' annual report contains all of the required information, as was also the case in the last inspection. The prospectus does not give national comparable assessment data for children formally tested at age seven and the governors' report does not give the date of the next parent governor election nor the school's formal targets for eleven-year-olds. As at the time of the last inspection annual written reports on pupils' progress give parents a clear idea about how well their children are achieving in English and mathematics but not in other subjects. Parents rightly feel that they are generally impersonal and that the choice of language does not always ensure they are given enough understandable information about how well their child is doing. While targets for improvement are set and shared with parents they are often too general to give clear guidance about how they can be used to help children improve their attainment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Leadership in the school is satisfactory. This is an improvement since the last inspection. The headteacher provides sound leadership which gives the school clear educational direction with effective support from senior staff and the governing body. This is reinforced by a clearly defined school development plan, the ongoing success of which is effectively and rigorously monitored by the governing body. Senior staff work well as a team with their junior colleagues and share a commitment to improving the school and raising standards for all pupils.
46. The school's aims and values are well focused and wholly appropriate. Aspects of

these are well promoted, such as the provision of a broad curriculum. However, provision for meeting individual learning needs is not satisfactory, particularly in classes at Key Stage 2. The school is not always successful in fostering the development of self-control and self-discipline in a significant minority of pupils. This sometimes shows itself in poor standards of behaviour in some classrooms.

47. There is a shared commitment to improvement with good structures and procedures in place to monitor standards, for example in literacy and numeracy. Subject co-ordinators manage their subjects well and monitor progress by scrutinising pupils' work and teachers' planning but many lack sufficient opportunity to evaluate teaching and learning by observing work in classrooms.
48. The administration of provision for pupils with special educational needs is good. The special needs register and other documentation are well organised. The recently developed draft policy for special needs is detailed and management by the co-ordinator is effective and informative for other members of staff. Useful records are kept and the procedures for auditing and distributing key information about pupils on the special needs register are good. Statutory provision identified in statements is correctly managed. There are some opportunities for informal monitoring of provision for pupils with special needs through discussion and meetings with class teachers but there is little class-based monitoring to enable the special needs co-ordinator to assess the effectiveness or weaknesses of support at classroom level.
49. The school's strategy for teacher appraisal and performance management is developing and staff development is well used to improve the effectiveness of teaching and raise standards. Arrangements for the induction of new staff and for supporting of newly qualified teachers are fully in place. Newly qualified teachers receive good support from trained mentors and the headteacher. Their teaching is regularly monitored and overall performance is reviewed half-termly.
50. The effectiveness of the governing body in fulfilling its responsibilities is satisfactory. This represents an improvement since the last report. Governors have a generally good understanding of the strengths and weaknesses of the school but lack information about the impact of some aspects of its work, for example the effectiveness of the provision for pupils with special needs. Members of the governing body have a strong commitment to the school and confidence in the headteacher. Governors are kept well informed by the headteacher and his teaching staff and play an active role in monitoring standards within the school, for example through discussing pupils' performance in National Curriculum tests. Governors show a commitment to training and as a result they are becoming even better informed and better placed to play a greater role. Governors largely fulfil their statutory responsibilities but there are some gaps, for example the school does not have a child protection policy.
51. The schools' system for financial planning is satisfactory and funds designated for particular purposes are used correctly and effectively. For example, the establishment of the well-equipped ICT suite has had a significant impact in the improvement in standards. There are effective procedures to ensure the cost effectiveness of the goods and services that the school purchases. Effective routines are in place to ensure the smooth day-to-day running of the school. The last audit in 1999 reported that the school's internal control systems were operating satisfactorily.
52. The school has sufficient qualified teachers to teach the subjects of the National Curriculum, religious education and the foundation curriculum to the under fives. All

teachers have clearly designated responsibilities and work effectively as a team. Learning support assistants work well with teachers. However, some teachers, especially the least experienced, lack additional classroom support for some lessons and this has a detrimental effect on pupils' learning. Systems for evaluating the effectiveness of management decisions are underdeveloped. For example, the effectiveness of the way that classroom support is deployed is not evaluated to check that the most effective use is being made of this valuable resource. The use of non-contact time by senior staff needs review to ensure the most effective use is being made of their high levels of expertise. The school does not take full advantage of the expertise of the teachers working within the special opportunity unit to support more effective behaviour management and the planning of work better matched to pupils' learning needs.

53. The adequacy of accommodation is very good. There are very good facilities for teaching all aspects of the curriculum, for example two well appointed halls are available for the teaching of physical education. The school building is generally well cared for and constitutes a satisfactory learning environment. Some classrooms and other areas of the school are maintained as stimulating and interesting environments. However, this is variable and some aspects of the school environment and displays in some classrooms need improvement. Resources for teaching are satisfactory overall but there are some areas that need improvement such as the range of books and musical instruments.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to further raise standards and improve the quality of education in the school, governors, headteacher and staff should:

- Improve the rate of progress of pupils with special educational needs in mainstream classes by:
 - ensuring that the work that they are given builds on the targets set in their IEPs;
 - providing a better level of support in the classrooms;
 - ensuring that the special educational needs co-ordinator has adequate time to monitor and evaluate the quality of provision and to track the on-going progress of the children.

(Paragraphs: 12, 28, 48, 52, 100, 116)

- Improve standards of behaviour by:
 - urgently carrying out the planned review of the behaviour policy and strengthening the strategies for dealing with inappropriate behaviour;
 - using the expertise of staff in the special opportunity unit to support teachers in mainstream classes in behaviour management techniques;
 - ensuring that inexperienced teachers have adequate support in classrooms to enable them to manage pupils with behavioural problems.

(Paragraphs: 16, 22, 36, 52)

- Establishing rigorous systems for evaluating the school's effectiveness using:
 - information from monitoring activities;

- standardised tests;
- a regular audit of the impact of budgetary decisions on the quality of education through the school.

(Paragraphs: 38, 47, 52)

- Use information from assessment to ensure that all pupils make progress at a sustained rate by:
 - basing short-term planning for the work of pupils of differing levels of attainment on information about what they have already achieved;
 - developing the assessment systems already in place to identify the 'next step' in pupils' learning.

(Paragraphs: 24, 38, 101, 104, 109)

55. Minor points for improvement

- Addressing the health and safety issues raised in the report, particularly those relating to child protection procedures. *(Paragraph: 40)*
- Raising standards in music. *(Paragraph: 136)*
- Improving the quality of the learning environment, particularly provision for literacy in the foundation stage. *(Paragraphs: 90-92)*
- Improve provision for pupils' cultural development. *(Paragraph: 34)*

THE WORK OF THE SPECIAL OPPORTUNITIES UNIT

56. The Special Opportunities Unit (SOU) caters for pupils with moderate learning difficulties and other associated difficulties, including a number of pupils with a degree of autism. There are 40 allocated places and currently 32 pupils on role. The unit classrooms are located within the main school which allows the nursery, the unit classes and mainstream to work as one whole school. Judgements about the pupils' achievements takes into account information contained in pupils' statements of special educational needs, annual reviews and individual education plans (IEPs).

How high are standards?

57. Although the standards the pupils achieve are below national expectations they achieve well in relation to their capabilities.
58. Children under five achieve well. They are learning to take turns and to share toys. In language and literacy they listen to stories and enjoy books and are learning that print conveys meaning. In mathematics they are learning basic colours and beginning to recognise numbers. In a mainstream integration session pupils were able to use a simple computer programme and manipulate the mouse. Although there was limited interaction with their peers they obviously enjoyed this and other activities directed by staff such as choosing colours when threading coloured pasta.
59. In Key Stages 1 and 2 pupils make good progress in English. By the age of seven they enjoy listening to stories and make steady progress in recognising letters and simple words. They understand that some words rhyme and they can read single syllable

words such as pig and dig. By the age of eleven they continue to enjoy stories and a few read simple books fluently. Some pupils look up vocabulary in simple dictionaries with some help. Higher achieving pupils read more fluently and can write simple narrative. Others still need a degree of help to do this.

60. In mathematics pupils' achievement is good. Standards on entry in the nursery unit are very low and teachers and special support assistants (SSAs) work hard to achieve initial progress. By the age of five, most children have some knowledge of number shape or names. By seven, most pupils relate numbers to groups of objects and recognise numbers. Older pupils continue to build their knowledge of basic number and begin to relate mathematical knowledge to practical aspects of their lives such as measuring and telling the time and knowing the time for certain activities to take place. Pupils with more mathematical ability are integrated into mainstream classes and, with support, take part in whole-class activities.
61. In science achievement is good. The teaching is based on good subject knowledge that extends the challenge to pupils to work at higher levels. By the age of seven pupils are beginning to know the difference between living and non-living things and similarities and differences in living things such as eye colour and foot size. By the age of eleven pupils can relate science to everyday situations, know about keeping healthy and are able to group animals, objects and food groups and display these in graph form.
62. There is much emphasis on work to develop literacy, numeracy and ICT skills but pupils also achieve well in the foundation subjects. The unit classes are very successful in ensuring that pupils become increasingly more independent and confident as they get older and all staff make important contributions to pupils' personal and social development.
63. Overall the pupils make good progress towards the targets set in their individual education plans. These are monitored closely and provide pupils with challenges, which the majority is able to meet.

Pupils' attitudes, values and personal development

64. Pupils show interest and sustain concentration. Their attitude to learning is good and they persevere and make learning gains. The under fives have good attitudes to school life, are settling well and are becoming aware of the needs of others. Pupils in Key Stages 1 and 2 are well motivated and relationships are very good. They listen well and respond positively to teachers' requests.
65. Pupils are polite and greet visitors and generally behaviour is good, although there are occasional episodes of disruptive behaviour. These are dealt with consistently and effectively by the staff team and do not impede the learning of others. The school has a clear behaviour policy and pupils in the unit with behaviour problems have individual targets, which are regularly reviewed. The calm manner in which all members of the unit team deal with behaviour and praise achievements, however small, impacts positively upon achievement.
66. Pupils take part in whole-school activities such as assemblies, concerts and educational visits. The school carefully and sensitively provides equality of opportunity for pupils in the unit and this has a positive impact on all pupils in the school.
67. Attendance is good. This is well supported by the vigilance of the teachers and SSAs

who contact parents and work with the education welfare officer to ensure that pupils attend regularly.

Teaching

68. The overall quality of teaching is good. In seventy-five per cent of lessons teaching was good and occasionally very good.
69. Teachers are very aware of the specific needs of their pupils and they plan their work carefully in co-operation with the support staff. Targets are set in individual education plans and tasks are well matched to enable pupils to access the planned curriculum. In English, a range of activities for the different abilities and needs of the pupils ensures that they understand what to do. In a Year 6 literacy lesson pupils were helped to understand the difference between stories and plays. Some pupils were able to act out parts as others watched; some read a simple script. Pupils are given adequate time to develop reading techniques and are given detailed explanations to ensure that they understand what they read. Those with limited understanding are well supported by different approaches to the same task.
70. In mathematics lessons pupils are encouraged to develop mental strategies in number calculations and activities are planned to provide practical 'hands-on' experiences. Teachers also alter the way a mathematical idea is presented to enable pupils to understand new ideas. The experienced support assistants also give the pupils opportunities to explain their understanding of mathematical language and stand back at times to enable them to work independently which helps to aid progress.
71. Teachers and support staff are sensitive to the needs of pupils and are highly skilled in meeting their needs. They are particularly skilled in anticipating and managing challenging behaviours thus ensuring that learning continues as smoothly as possible. The frustrations that some of the pupils experience through difficulties with communication and dealing with their own feelings and difficulties are recognised and controlled.
72. Teachers give clear explanations as to what a lesson will be about and what the intentions are. The review session at the end of the lesson is well used to reinforce and extend learning. In a mathematics lesson the teacher skilfully encouraged pupils to explain what they had learned about measuring and the difference between measuring with a ruler and with objects. She went on to talk about how pupils might use this knowledge. The pupils were stimulated and gave a good response and even those with communication problems were able to contribute to the activity.
73. When homework is set for pupils it is appropriate and allows them to continue with their learning at home. Good use is made of the home school contact book to reinforce home learning, which includes reading, numeracy and spelling and project work.

Curriculum

74. Care is taken to ensure that pupils within the unit receive their full entitlement to the National Curriculum. Teachers plan alongside the mainstream teachers and reinforce basic skills and pupils' personal targets through other subject areas. No pupils are disapplied from the National Curriculum. Where possible pupils from the unit are integrated in mainstream lessons and as they move through the school there are more opportunities for this to happen. Pupils with physical disabilities receive physiotherapy and those with speech and language difficulties receive appropriate teaching and

some input from speech therapists.

75. There is genuine care and concern for pupils within the unit by the team of teachers and support staff and pupils from within the unit help each other around school. Pupils' relationships with teachers, SSAs and one another are very good. All pupils in the unit have equal access to any extra-curricular activities that are on offer to pupils in mainstream.
76. There is strong emphasis on moral and social development. Pupils with limited independence and social skills are taught to share and understand their actions. Much emphasis is placed on group and paired work and tasks are planned which will encourage pupils to take responsibility and try to work together. In lessons, pupils are encouraged to raise their hands to speak, to take turns and listen to each other and help each other. At lunch and break times pupils are fully involved with the whole school and participate equally in all activities.
77. The staff work hard at extending pupils' experiences through, for example, visits to art galleries, museums and local parks. In line with the rest of the school there is scope to further extend the provision for spiritual and cultural development.

Care and welfare of pupils

78. The unit places a high emphasis on providing effective pastoral care. The teachers and SSAs are sensitive to the needs of pupils and have high expectations of and for them.
79. Procedures for monitoring progress and personal development are good and there is high quality personal support from teaching and support staff. All pupils have a statement of special educational need and each of these is reviewed annually. Assessment of the attainment of pupils in the unit is regular and thorough. The Special Opportunity Unit Co-ordinator (SOUCo,) class teachers and the SSAs review the IEPs and new targets are set each term. Support assistants make valuable contributions to assessments as they are in constant contact with the pupils. All teachers are equally concerned to ensure that pupils' specific needs are catered for and met. In addition the headteacher along with the SOUCo ensures that when the oldest pupils move from the unit to the next school, they attend the best place in terms of match of needs and abilities.

Partnership with Parents

80. Although some parents of pupils within the unit come from outside the immediate area they are kept well informed about progress. The home-school contact book is used for daily messages and there are regular meetings and visits to discuss the special needs and targets of each pupil. Parents are invited to annual reviews and information regarding IEPs is sent home regularly or if there are any significant changes to be made. Parents are encouraged to liaise with the unit teacher and partnership is very much encouraged.

Leadership and Management

81. The unit classes are effectively managed by the co-ordinator who, supported by the headteacher, gives clear direction to their work. There is a good sense of collegiality and all staff are very committed to meeting the needs of the pupils and to ensure that pupils gain maximum benefit from their experience at the school. The management of the school has responded well to the last inspection and a number of significant improvements have been made. All the key points in the last inspection related to the unit have been addressed successfully and there has been good improvement.
82. Staff meet regularly, both formally and informally, to discuss curriculum matters, pupils' individual education plans and wider issues. The procedures for auditing and distributing key information about the pupils are also good. Staff use their time and professional expertise well to support one another and to ensure the unit keeps up the improvements. There is scope to extend the role of the unit co-ordinator to increase and develop formal monitoring of teaching and learning and to improve curriculum continuity, enable better sharing of staff expertise and raise standards still further.
83. The teachers working in the unit are well qualified and have high levels of expertise. Each class has at least one special support assistant and all members of the team are fully involved with working with pupils. They also are very experienced and attend special courses to better understand the needs of their pupils. This helps to promote pupils' progress. The teamwork between all staff working with unit pupils is particularly effective.
84. Provision for pupils within the unit is good overall. Classrooms are adequate in size, except for the nursery. This is a long, narrow room and when furniture and nursery equipment in place, there is limited space for practical learning activities. There are adequate resources to deliver the National Curriculum and religious education and these are used well. Unit pupils make use of the school's ICT suite and also have access to a computer in each classroom.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	42	46	7	1	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)	19	327
Number of full-time pupils eligible for free school meals	-	63

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	33
Number of pupils on the school's special educational needs register	0	116

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	43

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
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	32 (27)	28 (26)	60 (53)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25 (24)	19 (19)	23 (23)
	Girls	22 (22)	21 (21)	22 (22)
	Total	47 (46)	40 (40)	45 (45)
Percentage of pupils at NC level 2 or above	School	78 (87)	67 (75)	75 (85)
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21 (21)	23 (23)	26 (25)
	Girls	22 (22)	23 (23)	23 (23)
	Total	43 (43)	46 (46)	49 (48)
Percentage of pupils at NC level 2 or above	School	72 (81)	77 (87)	82 (91)
	National	82	86	87

Dis-aggregated numbers/percentages in brackets excludes the children in the special opportunities unit

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	29 (25)	36 (32)	65 (57)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16 (16)	17 (17)	15 (15)
	Girls	24 (24)	20 (20)	23 (23)
	Total	40 (40)	37 (37)	38 (38)
Percentage of pupils at NC level 4 or above	School	62 (70)	57 (65)	58 (67)
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17 (17)	18 (18)	15 (15)
	Girls	23 (23)	20 (20)	23 (23)
	Total	40 (40)	38 (38)	38 (38)
Percentage of pupils at NC level 4 or above	School	62 (70)	58 (67)	58 (67)
	National	68	69	75

Dis-aggregated numbers/percentages in brackets excludes the children in the special opportunities unit

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17 (14)	20 (20)	37 (34)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14 (13)	12 (12)	13 (13)
	Girls	17 (17)	15 (15)	16 (16)
	Total	31 (30)	27 (27)	29 (29)
Percentage of pupils at NC level 2 or above	School	84 (88)	73 (79)	78 (85)
	National	82	85	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13 (13)	13 (13)	14 (13)
	Girls	17 (17)	16 (16)	17 (17)
	Total	30 (30)	29 (29)	31 (30)
Percentage of pupils at NC level 2 or above	School	81 (88)	78 (85)	84 (88)
	National	84	88	88

Dis-aggregated numbers/percentages in brackets excludes the children in the special opportunities unit

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19 (16)	15 (15)	34 (31)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10 (10)	12 (12)	14 (14)
	Girls	11 (11)	9 (9)	12 (12)
	Total	21 (21)	21 (21)	26 (26)
Percentage of pupils at NC level 4 or above	School	62 (68)	62 (68)	76 (84)
	National	75	72	85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11 (11)	13 (13)	14 (14)
	Girls	11 (11)	10 (10)	12 (12)
	Total	22 (22)	23 (23)	26 (26)
Percentage of pupils at NC level 4 or above	School	65 (71)	68 (74)	76 (84)
	National	70	72	79

Dis-aggregated numbers/percentages in brackets excludes the children in the special opportunities unit

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	7
Black – other	3
Indian	6
Pakistani	2
Bangladeshi	3
Chinese	0
White	265
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	18
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	252

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19

Total number of education support staff	2
Total aggregate hours worked per week	26

Number of pupils per FTE adult	6.3
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	925,060
Total expenditure	960,209
Expenditure per pupil	2,495
Balance brought forward from previous year	10,941
Balance carried forward to next year	-(24,208)

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	365
Number of questionnaires returned	112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	31	6	2	1
My child is making good progress in school.	44	45	5	3	4
Behaviour in the school is good.	25	61	7	1	6
My child gets the right amount of work to do at home.	29	48	15	0	7
The teaching is good.	48	42	4	1	4
I am kept well informed about how my child is getting on.	41	38	16	3	2
I would feel comfortable about approaching the school with questions or a problem.	62	27	8	2	2
The school expects my child to work hard and achieve his or her best.	50	37	8	1	4
The school works closely with parents.	33	47	17	1	2
The school is well led and managed.	28	51	13	2	7
The school is helping my child become mature and responsible.	39	48	7	1	4
The school provides an interesting range of activities outside lessons.	9	20	38	14	20

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

85. The majority of children attend the nursery on a part-time basis for three terms and almost all others entering school have some experience of pre-school education. Baseline assessment shows that, on entering the reception class, the majority of children have broadly average skills and understanding, with a small number achieving high levels.
86. The nursery provides children with a very positive introduction to school life. Good attention to personal and social development ensures that behaviour is always good and children develop positive attitudes to learning and participate with enthusiasm in all the activities provided. Under-fives with special educational needs make sound progress as a result of the opportunity to work on specially adapted activities with a skilled learning support assistant. The children from the special opportunity unit are well integrated because of good collaboration between staff.
87. The teachers in the nursery and reception classes are using the new curriculum guidance for the foundation stage to plan the learning experiences and activities. This curriculum is broad and balanced. However, there is a need to raise expectations in the nursery class to ensure that four-year-olds have sufficient regular planned teaching time and supportive learning activities to extend their literacy and mathematical development. Overall children's make sound progress in all the areas of learning and they achieve well in some aspects such as knowledge and understanding of the world. The majority of children are likely to achieve the early learning goals at the end of the reception year.
88. Assessments of children's personal and social development are comprehensive and detailed. Baseline assessments are carried out in the reception class in the first six weeks of the term and used to inform planning but there are some inaccuracies in the assessments where these are administered by temporary staff. The early years co-ordinators have lacked sufficient opportunity to monitor this and to guide and support new staff to ensure consistency of approach

Personal, social and emotional development

89. The development of personal and social skills in children under five is good and a strength of the school because of the consistently good teaching in this area of learning. The children have a clear understanding of right and wrong and are willing to work and play together and share toys and equipment. Good relationships are established and social skills already well developed when children transfer from the nursery to the reception class. The children in both classes concentrate on their tasks and understand the routines. They pay immediate attention when requested by their teachers, for example showing the teacher that they are ready to use their white boards by sitting up straight, boards on lap and marker pens poised. The children take responsibility and respond well to praise and trust. For example, reception class children were able to continue fully on task, singing a rhyme with one child in charge, while the teacher attended to another child. Children in the nursery show awe and wonder when the birthday candles are lit and are happy to congratulate one child on her birthday. The good organisation of the curriculum, the well-established routines, consistently high expectations for behaviour and the caring attitude of all adults make a significant contribution to the sense of security felt by the children and their attainment overall is well in line with expectations.

Language, literacy and communication

90. Overall children make satisfactory progress in the development of language and literacy skills due to sound teaching and attainment at the end of the foundation stage is likely to be in line with expectations. However, some children do not achieve as well as they should in the early stages of literacy. Speaking and listening skills are developing appropriately and children listen to their teachers and each other. They enjoy stories, rhymes and playing with rhythm when they repeat parts of rhymes they have learned. Children in the reception class are very familiar with the story of *Goldilocks and the Three Bears* and use their knowledge of the story when playing in the bear's cottage. Children in the nursery make an imaginative story together about the small world toys.
91. Attention is paid to teaching reading skills in the reception class and the majority of children already know several letter sounds and can link sounds to letters. They are learning some familiar words from the *Three Bears* story and are well directed by the teacher to pay attention to the shape of the word and the first letter. These children in the reception class progress from dictating and copying the teacher's writing to composing and writing a simple sentence for themselves. Progress is much slower in the nursery class because less teaching time is planned and given to reading, phonic knowledge and writing development. Children are happy to draw pictures and many can write their names or letters from their names.
92. There is a lack of opportunity in both nursery and reception for children to read and write independently. Book provision is limited and there are very few simple books which support independent reading. There is lack of attractive focused book displays or reading corners and limited examples of print on display to support reading; teachers do not draw the children's attention to print in the classroom. There is no independent writing area in the reception class and overall in both classes a lack of reading and writing materials in the role play areas. Reading books still only go home weekly and these are often of a poor quality. Reading assessments are made weekly in the reception class but the quality of these is variable. These issues were raised at the time of the last inspection and have not yet been addressed.

Mathematical development

93. Children make satisfactory progress in mathematics because of the sound teaching in the reception class and attainment is in line with expectations. The majority of children can count up to and back from ten and enjoy a range of meaningful practical activities, including counting bears, bowls, chairs and spoons. They compare sizes and use lengths of ribbon to find objects which are longer or shorter. The higher attaining children accurately make strips which are *eight bears* long. All aspects of mathematics are included in the reception class planning and the children already take part in a dedicated numeracy lesson each day. In the nursery class planning is at a lower level; for example, targets are set for learning numbers up to five when the majority of the children count independently beyond this. They are highly motivated to do this when using the attractive new computer programme.

Knowledge and Understanding of the world

94. The children's knowledge and understanding of their world is well developed through good teaching and well planned learning opportunities and they are in line to achieve the early learning goals at the end of the foundation stage. They draw maps of their walk around the school and good attention is given in the reception class to the need to

plan first, before drawing a map of Goldilocks' route through the forest. All children enjoy cooking, making soup in the nursery and porridge in the reception class. There is good emphasis on aspects of safety and children's attention is drawn to changes, for example in the texture of the porridge. Good attention is paid to developing skills in ICT and provision for this area has improved since the last inspection. Children understand how they change over time and learn the sequence of the days of the week. There are good opportunities in the nursery to work with a range of construction toys and the children are able to build imaginatively or make models by following drawings and pictures.

Creative development

95. Children make satisfactory progress in creative learning because of the sound teaching and planning and attainment is in line with expectations. Opportunities for imaginative play are good with attractive role play and small world play situations. The children enjoy singing rhymes and musical activities and can accurately identify which instrument make particular sounds. Children paint and print using hands, vegetables and natural materials and make collages with leaves. They tear paper to make a teddy bear and are well directed by the teacher to pay attention to texture in order to represent the fur.

Physical development

96. Manipulative skills are well taught and developed and children show good control with pencils, scissors, glue sticks and threading toys. Overall the children's attainments are in line with national expectations. Nursery children ride and steer wheeled toys with skill and control and reception class children balance, swing and stretch their bodies when dancing to a tape. There is good progress in physical development by all children and teaching is sound overall. Nursery children can explore gymnastic equipment with control and imagination, travelling in a variety of ways and making controlled landings from low apparatus. Some of the equipment used is too challenging for very young children and this causes a loss of balance and control.

ENGLISH

97. Standards in English are broadly average throughout the school. Standards in Key Stage 2 have improved since the last inspection when they were below average; in Key Stage 1 standards are similar to those found in the last inspection. Pupils' skills in speaking and listening are average overall, though a minority has very good vocabulary and reaches high standards in this area. Standards are generally higher in reading than in writing, although there are improvements in this area as a result of the school's work on promoting pupil's skills in extended writing sessions. The national literacy strategy has been successfully implemented and this has had a significant impact on standards and the quality of teaching throughout the school.
98. Skills in speaking and listening improve steadily as pupils move through the school. By the age of seven, the vast majority is confident in explaining ideas and asking and answering questions. Many children explain their observations in well-structured sentences. Class discussions are often well used to promote children's understanding of English and to extend their vocabulary. In the introduction to a Year 2 literacy lesson, the teacher talked about the language in 'The Sea Treasure' and encouraged the children to explain and appreciate the use of words such as 'shimmering'. By the age of eleven, most pupils listen with concentration to the ideas and contributions of others

and can respond appropriately, although some have great difficulty in adapting the way that they talk in different situations and clearly explaining their opinions.

99. Most pupils make sustained and steady progress in reading, but a significant number of lower attainers do not make the progress that they should because the books that they read are not at the right level or they are not heard to read frequently enough. This is more evident with pupils in Key Stage 2 than with those in Key Stage 1. By the age of seven, the majority of pupils read a range of texts accurately, recognise and correct errors and show understanding of what they read. Higher attaining children express preferences for particular authors or types of books and can use their knowledge of the alphabet to quickly locate information in dictionaries. Lower attainers offer opinions on the books that they have read and make good attempts to read simple texts. However, they need prompting to use strategies, such as picture clues, to help to tackle words that they do not recognise and they often read on without looking for meaning. By the age of eleven, most pupils have good understanding of the main themes and events in stories and many read with good expression. Many children have a good knowledge of books, which is well promoted through the good range of texts used in the literacy hour, regular visits to the library and guided reading sessions. A significant minority of lower attainers make slow progress through the reading scheme and do not have enough practice in reading to develop their skills to the level that would enable them to cope confidently with some of the tasks set in work across the curriculum.
100. The majority of pupils reach average standards in writing by the age of seven and the work of a small minority is of a high standard. Most pupils write structured accounts of their activities, can re-tell stories, write descriptions and instructions and compose simple poems. Some make good use of descriptive language and write with flair and imagination. Spelling of common words is usually correct and handwriting is legible and well formed. By the age of eleven, higher attaining pupils write from a variety of perspectives, use a good descriptive vocabulary and often use strategies such as lively dialogue, for example in modernised versions of 'Romeo and Juliet', that attract the interest of the reader. Average pupils are more confident in factual writing, as in extracting information from a text or describing an experiment in science, than in the creative aspects of written work. A significant number of pupils have weak spelling skills and handwriting is untidy and poorly formed. Throughout the school, children with special needs do not make the progress that they should in writing. Insufficient account is taken of the targets set in their individual education plans and the tasks that they are given are often too difficult.
101. Teaching is satisfactory overall but varies from good to poor. In all lessons teachers base their planning on the national literacy framework and this is helping to ensure a consistency of approach to teaching. Lessons are generally well organised and teachers make good use of resources such as enlarged versions of poems and big books to teach specific aspects of literacy. In many lessons there is good involvement of the children in discussion and focused questions challenge them to think, to explain their reasoning and to improve their initial work. Unsatisfactory or poor teaching is largely the result of difficulties with class management where the unacceptable behaviour of a small number of children disrupts teaching and learning. However, in many other lessons where teaching is generally satisfactory, there is a weakness because many pupils go through the same programme of tasks with just some slight modifications. As a result, there are occasions where higher attainers practise a skill which they have already grasped and lower attainers, including children with special needs lack understanding of the task given and gain little from it. Many teachers mark work effectively, encouraging children to extend their ideas and suggesting areas for

improvement, but the quality of marking is too variable and not all pupils have the benefit of this approach.

102. The subject is well managed and a programme of intensive staff training, good support for planning and regular monitoring of teaching have raised standards. Resources have improved and pupils have access to more books, but there is still a need to improve the quality and range of both fiction and reference material. There are consistent systems in place for assessing pupils' skills in reading and writing but the information gained is rarely used effectively to target the next area of learning.

MATHEMATICS

103. Since the last inspection standards in mathematics have improved and the school is in line to reach the targets set for 2001. The introduction of the national numeracy strategy is further improving standards in all areas of the subject. It is particularly effective in improving skills in mental and oral calculations. By the age of seven, most pupils are fairly confident at mentally adding two single digits and higher attainers know that 1000 is a multiple of ten because it ends with a zero. They show a growing understanding of place value. Many pupils show a secure understanding of number facts to 20, although a minority, usually lower attainers, still rely on counting on fingers. By the age of eleven, most pupils have a secure knowledge of the four operations and know their tables. They apply what they know in calculations. Pupils have a sound understanding of shape and measure and of collecting and representing information in graphs.
104. All teaching is satisfactory and many lessons are good and occasionally very good. Teachers have worked hard to implement the numeracy strategy. Lessons closely follow the guidance and lesson plans clearly identify what pupils will learn. Teachers share these learning intentions with the pupils and have them on display during the lesson. Where the teaching is good or very good these objectives are consistently referred to and used to review learning at the end of the lesson. In the majority of lessons the pupils are well motivated and enthusiastic to learn. However not enough opportunity is given to the pupils to evaluate how well they have learned or to set targets for improving their own performance the following day. In the most successful lessons teachers have work prepared at different levels so pupils of all abilities are challenged and make progress. However, in too many lessons, all pupils are given the same work at the same level. This means that the lower attainers struggle to understand what to do and need a lot of support from the class teacher or the assistant, and the higher attainers easily complete the tasks and are not sufficiently challenged.
105. Daily lessons include regular mental maths sessions and skills are improving throughout the school. For example pupils are successfully learning fast ways for multiplying by 10 and 100, doubling and halving. Pupils are being shown how to use this knowledge when solving problems involving decimals. Some higher attainers in Year 6 are already secure in their knowledge of the relationship between fractions, decimals and percentages.
106. In most lessons teachers have good strategies for the management of pupil behaviour. In the most effective lessons the pace is brisk and very focused involving all pupils, as in a Year 4 lesson where the mental session was about multiplying by 10 or doubling and subtracting from a two digit number. The level of difficulty of the calculations varied so that all the children were able to be involved, thus keeping them keen and well motivated.

107. Another element of successful lessons are the good questioning skills use by the teacher. These were used successfully to encourage the pupils to think and extend what they know. For example in lessons in Years 2, 4 and 6, good questioning reminded the pupils of work previously covered and gave the teacher the opportunity to assess and check pupils' understanding. Using such questions as "can you explain how you worked that out?" kept the pupils involved and helped them to get better at calculating by increasing their knowledge of how numbers work.
108. Pupils measure and weigh and understand the features of common shapes, most using appropriate vocabulary when asked to describe two- and three-dimensional shapes. For example children in Year 3 were using terms such as faces, vertex and right angles with a good amount of accuracy. The pupils collect, organise and record data in a variety of ways from simple Venn and Carrol diagrams with the younger children to line graphs recording a range of information in Year 6.
109. Assessments are carried out regularly, but not enough use is made of the information to set class and individual targets for numeracy. Work is always marked by the teacher, but the quality of marking is variable and does not always show pupils what they need to do to further improve and this limits their progress. Data from standardised tests is being analysed; this is beginning to be used to set further numeracy targets for Year 6 and this is planned to be extended into other year groups.
110. The subject is well managed. The co-ordinator has good subject knowledge. He supports and advises colleagues and regular in-service training improves teacher knowledge and confidence throughout the school. He has observed and monitored the teaching of the numeracy strategy and given clear advice for further development. The co-ordinator has also given demonstration numeracy lessons for his colleagues. Recent extra support for numeracy has also helped to raise standards. The school sensibly used recent funding to create smaller classes with children of similar abilities for two terms prior to the statutory tests in Year 6. There is a positive feel for mathematics throughout the school and staff are fully committed to raising standards further.

SCIENCE

111. Standards in science are broadly average at both key stages and reflect the results of recent standardised tests. Standards are improving, particularly at Key Stage 2. This is partly due to the success of booster classes which give additional learning reinforcement to the lower attaining pupils in Year 5 and 6. There has been an improvement in standards since the last report because science is now taught to pupils regularly throughout the year and there is a stronger focus on the experimental and investigative aspects of the subject. There is a strong emphasis on pupils recording their results in written accounts and using charts and graphs to display findings.
112. By the age of seven, most pupils, including those with special educational needs, have a satisfactory base of knowledge in science. They know the difference between things that have life and things that have never been alive. They are aware that living things grow and change over time. They have good knowledge of the similarities and differences between humans. They recognise, name and compare the main external parts of the bodies of humans. They study these differences and record their observations, often using simple diagrams and labels and compiling simple block graphs from their findings.

113. By the age of eleven, pupils have extended their knowledge of science satisfactorily. They know many of the properties of a wide range of materials that occur naturally and are man-made. They test a range of materials for their suitability for use in a number of contexts. They know that properties of materials can change when heated up or cooled down. They know that some materials can exist in a number of states and they study some of these as liquids, solids and gases. They carry out their own tests and investigations and most of them have an understanding of the conditions needed to make a fair test. By the end of Year 6 most pupils, including the lower attaining pupils, achieve standards which are in line with national expectations. The booster classes for these lower attaining pupils are largely successful in raising the pace of their learning. As a result the majority of pupils achieve as well as they should in the subject.
114. Work in science is often linked well to other subjects such as ICT, mathematics and English. Pupils are encouraged to make good use of mathematical skills, for example in Year 2 when measuring hand spans in order to compare hand sizes within the class. In ICT, pupils use a range of software to collate results and produce graphical representations of their findings. Pupils effectively use their literacy skills when writing up accounts of their investigations.
115. Teaching is good and shows a marked improvement since the last inspection when it was judged unsatisfactory overall. Pupils are introduced to a wide range of scientific and technical vocabulary. For example, when investigating human teeth pupils are introduced to the technical names of the teeth and the functions that they perform. Before starting their investigations pupils are encouraged to predict "what will happen?" or "what will we find?" Teachers use a good range of resources in their teaching. Some of the school's resources are supplemented by loans from the local authority. For example, when a group of Year 5 and 6 pupils were studying the human heart and blood circulation they were able to see a simulation of the circulatory system in a model. Use of the model made a considerable contribution to their understanding. Pupils respond well to the good teaching and their enthusiasm contributes to successful learning. They co-operate well when investigating together in small groups. They enjoy answering teachers' questions and they talk enthusiastically about their observations and findings.
116. A satisfactory scheme of work ensures that pupils learn skills and develop their scientific understanding successfully over time. All teachers are supported by good medium- and long-term curriculum plans devised by the subject co-ordinator. This gives good guidance to teachers and ensures that there is progression in learning throughout the school. However, provision for pupils with special educational needs is inconsistent. When planning science lessons teachers often overlook the needs of these pupils with the result that the progress they make throughout the school is inconsistent. Currently, the subject is being co-ordinated by a teacher in a temporary capacity. However, she is knowledgeable and enthusiastic and able to move the subject forward and maintain the momentum for improvement.

ART AND DESIGN

117. Very little teaching of art was seen and there was limited evidence of recent work apart from displays around the school. These show that pupils' skills in drawing and painting are broadly in line with expectations. There was too little three-dimensional work or work based on famous artists or particular styles to judge pupils' knowledge and understanding of the subject.
118. The youngest children learn to print, draw and paint using a variety of materials. As

they move through Key Stage 1, they represent their ideas and observations using a range of processes. Drawings and paintings take recognisable form and many pupils use pencils and paint effectively, for example in portrayals of their favourite story characters, pictures illustrating the journey of *Barnaby Bear* and in decorating kites. Year 2 pupils recently painted some striking seaside pictures using bold colours and some colour mixing to represent shades of the sea.

119. In Key Stage 2, many pupils use shade and tone effectively in a range of work. This was apparent in Year 5 still life studies of apples and Year 6 studies of light through a window. Much of the current work links with the topic on the Tudors. Year 3 and 4 pupils used pastels and paint well in portraits of Henry VIII and his wives, some with close detail and a striking likeness to original portrayals of the King! Many of the older pupils used colour and tone well in their depictions of the same characters.
120. The co-ordinator provides good support to colleagues through producing medium-term planning for the subject. She is aware of the need to update the scheme of work in the light of new curriculum guidance. The subject is under-developed in terms of its potential to raise pupils' awareness and appreciation of a range of artistic styles and traditions and makes little contribution to provision for pupils' spiritual and cultural development. The school is aware of the need to extend resources and to make better use of visits and visitors to address this weakness.

DESIGN AND TECHNOLOGY

121. Owing to timetable arrangements during the week of the inspection, no lessons were observed. Discussions with the co-ordinator and pupils and an analysis of work samples, photographic evidence and work on display indicates that the pupils attain at least satisfactory standards. In Key Stage 1 pupils construct simple models using cutting, folding and gluing techniques. They know how to safely make holes in card and use a range of methods to fix materials together. They are introduced to levers by constructing puppets and making moving pictures. In Key Stage 2, pupils' knowledge of the design process is further developed by opportunities to design and make a pair of slippers using a variety of materials. The practicalities of the slippers were investigated and evaluated for improvement. Years 3 and 4 pupils use their knowledge of science to create a simple circuit and switch to make a torch.
122. The school is adequately resourced for teaching the subject and materials and equipment are well organised into a central resource room. The co-ordinator has planned appropriate curriculum provision across the school and monitors progress through termly assessments.

GEOGRAPHY

123. It was not possible to see any geography lessons during the inspection and no judgement is made about the quality of teaching. Evidence from previous work, displays, planning and discussions with staff indicate that the majority of pupils make satisfactory progress and broadly meet the expected standards at the ages of seven and eleven.
124. By the age of seven, pupils produce maps of real and imaginary places, name countries within the United Kingdom and locate countries and localities on a map of the world. They follow routes around the school and study with interest changes made to the new Churchfields Playground through visits and photographs. They describe what places are like and why they are as they are, for example they know that the River Beck is dirty because people dump rubbish in it.
125. Mapping skills are further developed in Key Stage 2 but there is little progress in Years 3 and 4, where maps are not very different from those in Year 2. However, by the end of Year 6 this improves, although pupils do not pay enough attention to scale. Knowledge of places is developed through field study work within the local area and further afield in Cromer and by comparing localities in Britain and India.
126. The enthusiastic new co-ordinator provides good leadership and has a clear view of the subject and of what needs to be done. She provides detailed plans for both key stages to provide continuity and guidance for teachers. However, the co-ordinator has no non-contact time to enable her to monitor the quality of teaching and pupil progress. This was an issue in the last inspection, as were the lack of good quality resources such as atlases and the lack of challenging work for the higher attaining pupils. These areas are also still in need of attention.

HISTORY

127. Not enough lessons were seen to make a judgement about the quality of teaching but scrutiny of work, teachers' planning, displays and discussions with co-ordinators indicate that the majority of pupils make satisfactory progress and broadly meet the national expectations for the subject.
128. By the age of seven, pupils understand about the past and how they have changed, through a study of themselves as babies and of every day objects such as old and new toys. They note the passing of time every day of the week and use appropriate terminology. By the age of eleven pupils know some key facts about the periods that they have studied and know how to research information from a variety of sources.
129. The curriculum at Key Stage 2 is planned to provide coverage of the subject over a four-year rolling programme and the scheme of work provides useful guidance for teachers. However, similar skills are covered in each year group and pupils are taught the same characteristic features of each period they study, for example the major events of the Second World War. During the inspection all pupils were studying the life of Henry V111 and the major events of his reign. Constructed timelines of the Tudor period were similar in each year group and beyond the level of understanding of chronology of the younger pupils. Much of the work completed by the pupils is at the same level regardless of their ability and there is not enough challenge for high attainers.
130. The co-ordinators for the subject are enthusiastic and plan for a relevant interpretation

of the subject for the pupils in the special opportunity unit. They have recently updated the system for assessment and adjusted the planning for pupils in Key Stage 1 to provide for progression in learning. They intend to complete a portfolio of work to guide teachers in assessment of standards achieved in the subject. They do not have the opportunity to observe lessons to gain a view of the strengths and weaknesses in provision and teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY(ICT)

131. Standards of pupils at the age of seven and eleven are in line with those expected. Recent initiatives have improved the status of the subject and pupils are now making good progress. Pupils with special educational needs receive good classroom support and also make good progress.
132. There has been much improvement since the last inspection. Standards have improved in both key stages and National Curriculum requirements are now met. Resources for teaching and learning are very good. In addition to good facilities in the ICT suite, all classrooms have computers readily available for pupils to use. The subject is managed by an enthusiastic, knowledgeable and effective co-ordinator.
133. By the age of seven most pupils have a basic familiarity with the hardware and the programs in use. They have satisfactory control of the mouse and know basic keyboard functions. The youngest pupils are introduced to the computer and keyboard and learn to use the mouse to click, drag and drop. They begin to understand that the mouse is a control tool. Year 2 pupils learn to word process. They enter text using a range of keys. They learn to change the size of font and they print their names on screen in a number of ways. They operate a simple tool bar and can log on and close down computers. Year 3 and 4 pupils have a developing awareness of the power of information and communications technology. By the age of eleven most pupils are confident in using computers and have a satisfactory range of skills. By Year 6 pupils are learning how to produce multi-media presentations which incorporate text, illustrations and sound.
134. Pupils are receiving systematic experiences of the subject from year to year and ICT is used across most areas of the curriculum. For example, in mathematics ICT is used for collating data and categorising, classifying and representing it in a number of ways. In Year 5 geography lessons it is used for sorting data on countries within the European Union. In Year 4 it is used in art when pupils study design of wrapping paper then generate their own designs using appropriate software. In science, Year 3 and 4 pupils use programs to enter and sort data about themselves and generate graphs to illustrate their findings. The youngest pupils use computers to draw transport pictures. Pupils use their word processing skills in a number of subjects. In English they draft and redraft their writing on screen before printing it. In Years 4, 5 and 6 pupils use a variety of techniques to produce newspapers. For example, in history, Year 4 pupils produce newspapers with imaginative articles from 'Tudor times'. Year 5 and 6 pupils word process work about Ancient Greece.
135. Teaching is at least satisfactory and often good. Teachers have a secure understanding of the subject and plan its use across most areas of the curriculum. They are well supported by a very competent subject co-ordinator. Some of the confidence shown by teachers is a result of her training and advice. She monitors standards and development in the subject by regularly looking at pupils' work. Pupils are assessed each half-term and progress is recorded on individual record sheets. Samples of pupils' work are kept in a portfolio so that progress can easily be

monitored. The co-ordinator has written long- and medium-term plans for use by teachers throughout the school that cover the requirements of the new Curriculum 2000. Under the present good leadership and with the good planning for future development, the subject is well placed for further improvement in standards.

MUSIC

136. Attainment in music is inconsistent across the school and is broadly unsatisfactory. In some lessons, teaching is unsatisfactory because pupils are not told what they will learn, receive no direct instruction or demonstration and are largely expected to sing along with a tape from a published music scheme. In these lessons teachers do not sufficiently challenge the pupils to improve their work. The management of the tape often causes problems, halting the flow of the lesson and some pupils take the opportunity to misbehave. There is little opportunity to perform, compose or play instruments. Attainment overall is now below national expectations in both key stages rather than just in Key Stage 2 as noted during the last inspection.
137. In satisfactory lessons, pupils are clear about the lesson objectives and teachers show enthusiasm for the subject. In a lesson with Year 1 pupils the teacher sensibly abandoned the taped programme because of the problems it caused, and led the pupils in learning a simple song, producing a simple musical pattern and selecting instruments to create the atmosphere for different rooms in a house. As a result, the pupils had a better experience of learning than in those lessons where the tape was used.
138. In assemblies or hymn practice, where there is specialist teaching, the standard of singing is satisfactory and pupils use their voices expressively and show enjoyment and pride in their achievements.
139. The music co-ordinator has reorganised the scheme of work to take account of new curriculum requirements. However, she has no time to observe lessons, give support to colleagues or address the variation in the quality of teaching across the school. There is an adequate number of instruments but currently no allocated budget to purchase replacements or increase resources. There are a very small number of instruments representing a range of cultures and musical traditions. All pupils have opportunities to perform in the school productions and some Year 5 pupils are selected by audition to take part in the Penge music festival.

PHYSICAL EDUCATION

140. Attainment through the school is in line with national expectations. This represents an improvement since the last inspection when standards of achievement at the end of Key Stage 2 were below expectations. Better medium-term planning has led to an improvement in skill development. The school reports that about seventy per cent of pupils can swim at least 25 metres unaided by the end of Year 6.
141. In their movement about the hall the youngest children demonstrate satisfactory movement skills which they use with developing control. Building on these developing skills, the older pupils in Key Stage 1 work on the floor and on apparatus with confidence showing good form and good skill levels when jumping, balancing, climbing and moving. They perform their movements with satisfactory control and co-ordination demonstrating awareness of shape, direction and space.
142. Key Stage 2 pupils continue to make satisfactory progress in developing games and

movement skills. By the age of eleven, pupils can aim, throw and catch both a small ball and a netball, demonstrating expected skill levels of hand and eye co-ordination. They also show a satisfactory level of the associated skills of spatial awareness and positional sense. They hit a ball with a bat with developing accuracy. In dance lessons pupils use their movement skills to express themselves to music, both through improvised movement and by performing set sequences of dance steps.

143. Overall the teaching of physical education is good. Most lessons commence with an appropriate warm up activity. Pupils are given sufficient opportunity to practise skills and opportunity and encouragement to evaluate and appraise their own performance and that of others. Games lessons adopt a progressive approach to skills development, for example increasing levels of difficulty are introduced to the focused activity of throwing and catching. Pupils display positive attitudes in all activities and the majority are enthusiastic, attentive, eager and able to work co-operatively. Pupils with special educational needs are fully involved in all aspects of physical education. They are supported well and make good progress.
144. Pupils participate in a range of physical activities that make up a satisfactory and balanced curriculum. Key Stage 2 pupils attend swimming lessons weekly for one term. All pupils participate in movement, dance, gymnastic and games activities. The school enjoys very good indoor and outdoor facilities and an adequate range of large and small equipment is available. However, the limited range of extra-curricular activities and opportunities, especially for younger pupils, makes little contribution to the pace of learning in physical education. Some older pupils participate in competitive team games such as football with other schools but these opportunities are limited. Year 5 and 6 pupils have the opportunity to participate in an annual borough athletics and relay championships. Year 6 pupils who attend the annual residential experience at Kingswood participate in a range of outdoor adventure activities.
145. In the last report concern was expressed about the lack of monitoring of teaching and learning. The headteacher has monitored a few lessons of physical education but this activity has been minimal. However, the scheme of work has been further developed and medium-term planning gives good support to teachers in their lesson planning by identifying what they should teach to the pupils in their class. The subject is currently being co-ordinated by the headteacher but it is hoped to appoint a new co-ordinator to take over in September 2001.

RELIGIOUS EDUCATION

146. Pupils reach the standards expected as set out in the locally agreed syllabus. This is the same picture as at the time of the last inspection.
147. By the age of seven pupils have learned about Special Books. They are able to talk about the Bible, The Q'uran and the Torah Scrolls. The teaching of these subjects is enhanced by the use of artefacts that enables pupils to look for similarities and differences in faiths. Children know about the Bible, that it consists of two parts and are able to recall key stories. They know that stories about Moses, David and Joseph are from the Old Testament and that those about Jesus and his teaching are found in the New Testament. They explain that parables were stories with a meaning and recall some they know such as the Good Samaritan, the Lost Coin and the Lost Sheep. In lessons teachers use stories from the Bible to relate to children's own experiences. The story of Zachaeus, for instance, was used as an example of saying sorry. The pupils were asked to think of something they had done to make people not like them and what did they do to put matters right. The pupils offered many sensible

suggestions and they listened well to each other.

148. As the pupils progress through Key Stage 2 they gain increasing knowledge of Islam, Hinduism and Judaism. Their knowledge of the religions is recalled during the lessons by teachers asking questions such as, "what can you tell me about Allah?", "what are the similarities between the Creation stories in the Bible and the Q'uran?". These questions were used effectively in a discussion with Year 6 on the creation and used well by the teacher as a starting point for the lesson. Through appropriate questioning the pupils were able to offer opinions as to why Allah was cross with man and also what man could do to make amends. Throughout the discussion the pupils responded well to the questions and listened attentively to the opinions and views expressed by other pupils. Work in pupils' books shows that there are many opportunities to compare aspects of various world faiths, for example the characteristics of the important figures such as Jesus, Mohammed and Allah. Pupils are also given the opportunity to compare narratives of the same account in different books of the Bible so that in Year 6 the pupils identify similarities and differences in the Christmas Story as told in Matthew and Luke.
149. Teaching is generally satisfactory and sometimes good. Where the teaching is good the pupils are enthusiastic to take part. There is often good use of resources, so that in a Year 4 lesson on special places and memories, the teacher shared some of her 'special things' with the pupils giving reasons and explaining the memories they evoked. The pupils were eager to offer their own special places and the teacher encouraged them to fully explain their reasons. The pupils listened well to each other ideas and commented on them accordingly; one pupil decided his mum was special and used words such as 'priceless' to describe her.
150. In the previous inspection there were too few resources. The school has moved towards addressing this by creating topic boxes containing books, artefacts and videos for each area of study. A scheme of work has been implemented but there is still no system in place for assessing pupils' attainment and progress.