

INSPECTION REPORT

LONGLANDS PRIMARY SCHOOL

Sidcup

LEA area: London Borough of Bexley

Unique reference number: 101429

Headteacher: Mrs F Dear

Lead inspector: Mr Christopher Gray

Dates of inspection: 8 – 10 November 2004

Inspection number: 267237

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll:	284
School address:	Woodside Road Sidcup Kent
Postcode:	DA15 7JG
Telephone number:	020-8300-2368
Fax number:	020-8302-0540
Appropriate authority:	The governing body
Name of chair of governors:	Mr MWC Chambers
Date of previous inspection:	March, 1999

CHARACTERISTICS OF THE SCHOOL

The school is larger than most primary schools and is situated in an area of mixed private, rented and local authority housing. Since the last inspection, the backgrounds of the children have changed. Rising house prices mean that few pupils now come from the private housing to the north of the school, with many more from rented accommodation and single-parent families. Attainment on entry fluctuates considerably from year to year. It is most often above average, though the present Reception children's skills are nearer to average levels; however, those with spring and summer birthdays do not start school till after Christmas. The school's population is fairly constant, with below average numbers of pupils joining or leaving at times other than the usual ones.

Most pupils now come from families whose socio-economic circumstances are average. Entitlement to a free school meal is below average. The proportion of pupils on the special educational needs register is also below average but the proportion with statements is above average and rising year by year. Pupils' needs include specific and moderate learning difficulties, speech, communication or physical problems and autism. The percentage of pupils from ethnic minorities is a little higher than is found in most schools nationally, though none is learning to speak English as an additional language.

The school received an Achievement Award in 2000 and was given Investors in People status in 2002 and the Activemark this year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21037	Christopher Gray	Lead inspector	Mathematics Information and communications technology Music
9769	Margaret Morrissey	Lay inspector	
23054	Graham Johnson	Team inspector	English Religious education Geography History Special educational needs
3574	Kanwaljit Singh	Team inspector	Foundation Stage Science Art and design Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which gives good value for money. Pupils achieve well overall and standards by Year 6 are above average in English, mathematics and science. The quality of teaching and overall leadership and management are good.

The school's main strengths and weaknesses are:

- Pupils have very good attitudes to learning and behave very well
- Standards are not high enough in mathematics in Years 1 and 2
- The impact of subject co-ordinators' work is less effective in Years 1 and 2 than in Years 3 to 6
- The curriculum is good and well enriched by visits and extra-curricular activities, especially in music and sport
- Very good care and welfare are offered to pupils
- The partnership with parents and the community is good
- The good writing skills which pupils display in English lessons are not used as well in other subjects

The school has made good improvement since the last inspection and the issues raised then have been well tackled. Standards in information and communications technology (ICT) are now as expected and are rising further. The school's accommodation, despite its age and some undersized classrooms, is well looked after and gives as good a learning environment as such a building can. Curriculum planning is now more effective. In addition, the overall quality of teaching has improved and the good standards by Year 6 have been broadly maintained.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	B	A	A
mathematics	A	C	A	B
science	C	B	A	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall achievement is good. Pupils achieve well in the Foundation Stage and in Years 3 to 6. Achievement in Years 1 and 2 is satisfactory. The table above shows that pupils in Year 6 achieved well above average standards in English, mathematics and science by the time they left the school. The current Year 6 contains slightly fewer higher attaining pupils and standards are likely to be above average in all three subjects by the end of this school year. Most children in the Foundation Stage (Reception class) are on course to exceed the goals set for them in their learning by the time they enter Year 1. (Too little evidence was seen to judge children's creative development.) Standards by Year 2 are not as high as they should be in mathematics. Test results are below average because higher attaining pupils do not perform at the level they should. Day-to-day standards in mathematics are average, but teachers' expectations are too low and workbooks keep more able pupils on the same standard of work for too long. Standards in reading and writing by Year 2 are above average and those in science are average. Standards in music classes taken by the specialist teacher are well above what is expected. Pupils of both sexes and those from

different ethnic backgrounds achieve as well as their classmates. Pupils with special educational needs make good progress on the targets in their individual education plans.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils have very good attitudes to learning and have a keen interest in lessons and activities. They are confident and happy in their school and their behaviour is very good. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall. Relationships between pupils and all adults in the school are very good and this is the foundation for the good learning that takes place. Teachers insist on high standards of behaviour and pupils respond well. Teaching is good in the Foundation Stage and in Years 3 to 6; it is satisfactory in Years 1 and 2, and the difference is explained by the fact that teachers in those classes do not always have sufficiently high expectations of the levels of attainment pupils will reach. The curriculum is good and pupils experience interesting lessons, made more appealing by the use of visits and visitors. Pupils need more opportunities to use their good writing skills in a range of subjects. Extra-curricular activities are good, especially in music and sport; the school's choir and orchestra perform to a high standard. The provision for pupils with special educational needs is good. The care and welfare given to pupils are very good. The partnership with parents is good. Links between the school, the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The headteacher leads the school well and she is ably supported by the deputy headteacher. The school's governance is good and governors fulfil all statutory requirements. The school's management is satisfactory; well organised systems for evaluating learning are used well in Years 3 to 6 but are less effective in Years 1 and 2.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think well of the school and are pleased to send their children to it. A few of the parents who responded to the questionnaire thought the school could take greater account of their views, but all the parents who attended the meeting with inspectors had expressed themselves as happy on this point. Pupils enjoy school, like their teachers and appreciate the responsibilities they are given as they get older. Their performance in choir practices and orchestra rehearsals shows how much they appreciate this provision.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Increase pupils' attainment at the higher levels in mathematics in Years 1 and 2
- Increase the impact of co-ordinators' work on pupils' learning in Years 1 and 2
- Give pupils more opportunities to use their writing skills as well in other subjects as they do in English

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement is good. Pupils achieve well in the Foundation Stage and in Years 3 to 6. Achievement in Years 1 and 2 is satisfactory. Standards by Year 6 are above average in English, mathematics and science.

Main strengths and weaknesses

- Pupils' achievement in mathematics is unsatisfactory in Years 1 and 2
- Pupils achieve well in mathematics in Years 3 to 6 and catch up lost ground
- Standards in music are high in classes taught by the specialist teacher

Commentary

1. Children in the Foundation Stage achieve well. They are on course to exceed the goals children are expected to reach in all inspected areas of learning by the time they enter Year 1. The only area on which judgements were not made (because of insufficient evidence) was creative development.
2. In the 2004 national tests at the end of Year 2, results were average at the expected level (Level 2 and above) in reading, above average in writing and below average in mathematics. Teachers' assessments for science were above average. At the higher stage (Level 3), results were average in reading, above average in writing and below average in mathematics. Science assessments were average. The table below shows the average point scores (where pupils' attainment at all levels is taken into account). These were average in reading and writing and below average in mathematics.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.1 (15.7)	15.8 (15.7)
writing	15.1 (14.6)	14.6 (14.6)
mathematics	15.9 (15.9)	16.2 (16.3)

There were 44 pupils in the year group. Figures in brackets are for the previous year

3. The five-year trend is below the national trend overall. Reading and writing results were higher than average from 1999 to 2002 but fell to average levels in 2003 and 2004. Mathematics results have been lower than those in English every year except 2002. The school has attributed this fall to a gradual lowering of the attainment with which Reception children begin school each year. There is evidence to suggest that each year group's overall skills vary considerably from year to year - for example, the present Reception class started in September with average skills - and that children's personal and social skills are not as high as they were; this means it takes children longer to settle to learning. However, baseline and profile scores over the years show that entry skills in most years are still above average.
4. In the current Year 2, standards in reading and writing are likely to be just above average by the end of the year; those in mathematics are likely to be average. The reason for the continued difference between English and mathematics results is that higher attaining pupils

are not given sufficiently different work from that given to average pupils - this is discussed in paragraph 57. A specialist teacher teaches music to Foundation Stage children and to pupils

in Years 1 and 2. Standards in these classes are well above expectations. In most of the classes in Years 3 to 6, music is taught by class teachers; too few of these were observed to form a judgement on standards.

5. At the end of Year 6 in 2004, pupils' results in the National Curriculum tests at the expected standard (Level 4 and above) were well above average in English and above average in mathematics and science. At the higher level (Level 5), results were well above average in English and mathematics and above average in science. The average point scores (see table below) were well above average in all three subjects; compared with the results of pupils in similar schools (those with similar prior attainment in 2000, when they were aged seven), results were well above average in English, above average in mathematics and average in science. The value-added measure for these pupils shows that they achieved well in comparison with all schools and very well in comparison with schools with similar prior attainment. However, the five-year trend is below the national trend because of a low-attaining cohort in 2003.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	29.6 (28.0)	26.9 (26.8)
mathematics	29.1 (26.9)	27.0 (26.8)
science	30.1 (29.5)	28.6 (28.6)

There were 43 pupils in the year group. Figures in brackets are for the previous year

6. The current Year 6 contains fewer higher attaining pupils than was the case last year, so standards by the end of this school year are likely to be a little lower, namely above average in English, mathematics and science.
7. National test results at both Years 2 and 6 over several years have shown that the boys exceeded the national average for their sex by quite a bit more than the girls exceeded theirs. Inspectors looked carefully at the work of both sexes in pupils' books and during lessons, to ensure that this did not mean that the girls were capable of doing better. This is not the case and the more likely explanation is that the school meets the learning needs of its boys particularly well. This is shown by the fact that the average point scores of both sexes in each subject are very similar. Also, the school has been at pains to raise the attainment of boys in reading and writing, areas where nationally they lag behind the girls.
8. Pupils with special educational needs generally achieve well throughout the school because of the good support they receive from teachers and assistants. Higher attaining pupils achieve well in Years 3 to 6 and satisfactorily overall in Years 1 and 2, though this is not so in mathematics in Years 1 and 2.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning; behaviour is very good. Attendance and punctuality are good. Pupils' personal qualities are good, including their spiritual, moral, social, and cultural development.

Main strengths and weaknesses

- Pupils' great interest in school leads to their very good attitudes
- There are very good opportunities for pupils to take responsibility and develop independence

Commentary

9. Pupils have very good attitudes to learning and have a keen interest in lessons and activities. They are confident and happy in their school, they feel secure and have very good relationships with their teachers and with other children. They are also keen to take responsibility for themselves and for others. Pupils in all years make a significant contribution to class discussion and are able to sustain concentration. By Year 2, they are learning to organise their own work with growing independence.
10. The school provides a very good working atmosphere which has a positive impact on pupils' behaviour and leads to a good learning ethos in most lessons. Pupils respond very well to rewards and are pleased to be praised, particularly in assembly when receiving the headteacher's certificates. There are no significant issues of bullying or harassment.
11. Pupils' spiritual awareness is good; this is particularly evident in music throughout the school, as shown in the atmosphere created in choir practices and orchestra rehearsals. Moral development is very good. All pupils understand right from wrong and show it in their daily actions, both in lessons and in after-school clubs and the school council. Social development is very good. Pupils take part in a wide range of musical and sporting events and take responsibility for themselves and others in doing so. Cultural development is good overall. Pupils are gaining a good knowledge of their own and other cultures; this happens particularly in music, art, personal social and health education and, to a lesser extent, in religious education.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0
National data	5.1	National data	0.4

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

Exclusions

There were no exclusions in the last academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching and learning are good. The school provides a good curriculum which is well enriched by visits and extra-curricular activities. The care, guidance and welfare given to pupils are very good. The partnership with parents is good. Links between the school and the community and those with other schools are good.

Teaching and learning

Teaching and learning are good overall; they are good in the Foundation Stage and Years 3 to 6 and satisfactory in Years 1 and 2. Assessment is satisfactory overall.

Main strengths and weaknesses

- Teachers' high expectations of behaviour and pupils' very good response produce a good ethos for learning
- Teachers in Years 3 to 6 match work well to pupils' prior learning in English and mathematics
- Teaching and learning in mathematics in Years 1 and 2 are unsatisfactory because teachers' expectations of pupils' achievement are too low

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5)	7 (17)	20 (49)	11 (27)	1 (2)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

- Pupils want to learn because of their own good personal qualities and because teachers have very high expectations of behaviour. Relationships between pupils and all adults in the school are very good and this is the foundation for the good learning that takes place. In most of the lessons observed, especially those for older pupils, the children worked with a ready will and great application for the whole period. Younger pupils too have a great capacity for hard work when they find the work challenging and interesting, as was observed in the excellent music lesson for Years 1 and 2 pupils, described in paragraph 79. Both the excellent lessons observed during the inspection were taught by this specialist teacher. Overall teaching has improved since the last inspection, when it was satisfactory in Years 1 to 6 and good in the Foundation Stage.
- Children in the Foundation Stage learn well because the teacher uses assessment well to track children's progress and match activities to their needs. The approach to behaviour management is positive and encourages children to settle quickly to learning. The teaching of basic skills is given ample emphasis and is good.
- In Years 3 to 6, teachers match work well to pupils' prior learning so that pupils of all abilities learn well and make progress at similar rates. Setting works well in mathematics and teachers keep a careful watch to make sure that pupils are appropriately placed in the groups. Each set is subdivided into groups so that pupils of similar abilities may be challenged at the most suitable level.
- In mathematics in Years 1 and 2, teachers too frequently give the same tasks to children of different ability levels, especially in the commercial workbooks, which means that higher attaining pupils are not performing at the levels they ought to be, as the Year 2 National Curriculum test results have been showing recently. This is considered in detail in paragraph 57.
- Assessment is satisfactory overall and good in the Foundation Stage. Procedures for assessing pupils' performance are good. As a result, teachers have a good understanding of pupils' achievement in English, mathematics and science, and most use this information well to plan the next stages of their pupils' learning, especially in Years 3 to 6. However, there are some inconsistencies. In Years 1 and 2, work is not well matched to pupils' learning needs in mathematics, while too little is sometimes expected of higher attaining pupils in written work. In foundation subjects in most classes, much of the written work offered does not reflect differences in pupils' ability, although teachers regularly evaluate their performance. The quality of marking is inconsistent.
- Assessment procedures for pupils with special educational needs are also good, and are used well to track their progress and inform teachers of their learning needs. Individual education

plans and statements of special need contain relevant information, targets and suggestions helpful to those offering support; these are reviewed at least termly and parents are regularly informed of progress and consulted on new recommendations. The school seeks early support from specialist outside agencies, making a full range of internal assessment information available to them so that realistic decisions may be taken.

Communication between teachers, support staff and the special needs co-ordinator are good. The free flow of ideas enables staff to pinpoint difficulties early so that a common approach to their solution may be quickly established.

The curriculum

The curriculum is good overall. The range of extra-curricular activities, including visits, clubs and the school's participation in sports and in the arts, is good and supports the curriculum well. Staffing, accommodation and resources are good.

Main strengths and weaknesses

- The good range of extra-curricular activities enriches pupils' learning experiences, especially in music
- Literacy and numeracy strategies are used well in Years 3 to 6, but the use of literacy in other subjects is not consistent
- Provision for pupils who have special education needs is good

Commentary

18. Statutory requirements for all National Curriculum subjects and religious education are fully met. The curriculum for Reception to Year 6 pupils is well balanced, broad and stimulating. The school has made good improvement since the previous inspection and has addressed well the issue of curriculum planning. The school's links with the local secondary schools are used well to develop the curriculum, particularly the newly developed 'Linked Science Project'.
19. The Reception class uses the Foundation Stage curriculum to plan activities for the children in all six areas of learning. Good emphasis is placed on teaching personal, social and emotional, communication, language and literacy and mathematical development. As a result children's attainment is above the expected levels when they enter Year 1.
20. The National strategies for literacy and numeracy are used well in Years 3 to 6 and are effective in raising pupils' achievement in English and mathematics. However, pupils are not given consistently good opportunities to practise their literacy skills in other subjects such as history, geography, and religious education.
21. The good range of extra-curricular activities contributes well to pupils' learning. A wide range of clubs in areas such as music, football, science, gymnastics, cricket and hockey is offered. Visits to places of educational interest and visitors to school by such as sports coaches and a 'Roman soldier' support the curriculum well. Pupils take part in local tournaments in swimming, football, and athletics. This enriches curriculum opportunities, and pupils' learning in physical education is well extended. A specialist teacher teaches music to younger pupils and her work and their achievement are of high quality. The choir, orchestra and instrumental tuition provide very exciting opportunities for pupils, who often give public performances.

22. Provision for pupils with special educational needs is good; pupils are offered a curriculum similar to that for other pupils. In English and mathematics in particular, teachers adapt the work they set for other groups to make it relevant for their particular needs. These pupils achieve well because teaching assistants are well briefed and know how to offer the right level of support, re-phrasing questions or preparing particular resources in order to aid their understanding. The special needs teacher works closely with the class teacher and the co-ordinator to ensure that the work she sets matches her pupils' learning needs.
23. The school has developed a 30 minutes 'creativity period' for staff to use creatively and imaginatively to enrich pupils' experiences. This is a new initiative and staff are still experimenting; at present, its use is only satisfactory because the tasks offered are sometimes at a low level such as decorating a sword already cut out from card by adults. This results in pupils' practising skills learnt earlier rather than developing new ones.
24. The accommodation is enhanced well by engaging displays of pictures, artefacts and pupils' work. The stimulating environment adds positively to pupils' desire to learn. The school has made good progress since the previous inspection and has addressed the deficiencies highlighted in the previous report concerning use of space. However, the classrooms are still small, and, according to a suitability survey undertaken by the Department for Education and Skills, five out of the ten are 'undersized'. Nonetheless, staff make the best use of this accommodation and it does not hamper learning.

Care, guidance and support

The care and welfare offered to the pupils are very good. The provision of support, advice and guidance is good.

Main strengths and weaknesses

- Very good child protection procedures ensure pupils' care and welfare.
- Despite the age of the buildings, this is a well-cared for school where health and safety are very good.

Commentary

25. Child protection procedures are very good, an improvement since the last inspection. The school has an agreed policy that is well known to all staff, who are well trained on all issues. There are good working relationships with all relevant support agencies; overall, this provides very good protection for pupils.
26. The day-to-day awareness of health and safety is very good and is evident from staff and pupils around the school and in lessons. Care and monitoring are supported by the governing body, the headteacher and the premises manager in accordance with the school policy; all findings are recorded and this is providing very safe care for pupils.
27. The procedures and practice for the induction into school of Reception children are good, as are procedures for any other pupils who may join the school at different times.
28. Pupils' personal support and guidance are good; they are well cared for and feel safe and secure in school. All are confident to ask for help and respond well to class teachers, learning assistants and other staff. Pupils know and understand their learning targets which are well explained in every lesson, and also their personal targets.
29. Pupils' views are regularly sought by the school and they play a significant part in shaping school life. As school councillors, house captains and monitors, they are learning to be responsible and well informed members of the school community.

Partnership with parents, other schools and the community

Overall, links with parents are good. There are good links with other schools, colleges and the community.

Main strengths and weaknesses

- Parental support of their children's learning and their contribution to the school are very good and strengthen pupils' good learning
- Parents receive good information from the school and have good opinions about the education their children receive

Commentary

30. Overall, the partnership between parents and the school is good. Very good parental support is beneficial to pupils' progress. Parents are overwhelmingly positive about the school; they feel it runs smoothly and is a well organised community.
31. Through the strong Parents' Association, as parent helpers and in many other ways, parents make a very good contribution to the school and to pupils' learning. The school provides placements for parents to become learning support assistants and welcomes parents into school to share in learning.
32. Parents receive good information from the school, and their views are regularly sought to inform school decisions. Parents are pleased that their children come to this school. They are briefed on the curriculum and encouraged to help with homework; however, some would like to learn more about how to support reading and mathematics at home.
33. Links with other schools and colleges are good. Pupils are well prepared before and during transfer to a range of secondary schools. There are strong links through art, music and sport with both secondary and other primary schools. The good training links with one particular school, good resources provided by 'Christian Resources in Bexley Schools', and other joint venture with link schools, are all well organised and used to the school's best advantage. The school plays a big part in teacher training and has a good link with Greenwich University.
34. There are good links with the local community. Members of the community visit the school to support the curriculum, which increases pupils' learning and extends their wider environmental awareness. Community links are further strengthened by liaison with local churches; this is broadening pupils' learning and developing their awareness of other beliefs and cultures, though links with faiths other than Christianity could be extended.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are good. The headteacher, ably supported by her deputy, has carried out all of the improvements suggested at the last inspection, and standards overall have risen. The school's management is satisfactory; well organised systems for evaluating learning are not used to their best effect to raise standards further in Years 1 and 2. The school's governance is good.

Main strengths and weaknesses

- The hard-working headteacher provides clear and purposeful leadership
- The school's well defined, open management structure facilitates good communication between all members of its community
- The quality of learning in lessons is not evaluated with sufficient rigour
- The governing body is well informed and very well led; this enables it to make sound judgements that both support and challenge the work of the school
- The management of special needs provision is good

Commentary

35. Building on the work started before her appointment, the headteacher has implemented a range of measures that have led to improvement in the school's performance. She and her deputy have established a well organised management structure that has created a climate of open communication in which there is free exchange of ideas and views. This has led to a strong sense of community in which the school's well defined aims are shared and understood, and the school's capacity for further improvement is therefore good. Overall,

standards by Year 6 are rising steadily despite differences in cohort from year to year, and teaching in Years 3 to 6 has improved since the last inspection.

36. The senior management team functions well as a unit. Through its regular meetings, the headteacher encourages wide consultation on initiatives that have resulted in improvements both in the curriculum and the quality of teaching; for example, in the establishment of a two-year curricular plan and greater responsibilities for the growing number of support staff. As a result, all feel valued for their contribution to the school's work. The school has developed thorough systems for the assessment of pupils' performance. Results are carefully analysed and targets prepared, with the result that teachers develop a good understanding of their pupils' abilities. However, not all teachers use this wealth of information as effectively as they might in extending pupils, especially in Years 1 and 2, and the monitoring of learning is not always sufficiently rigorous to ensure that all groups of pupils receive work that offers enough challenge. Co-ordinators effectively evaluate teachers' planning, but their knowledge of how their subject is taught in other classes is relatively limited. The school's improvement plan, finalised after careful consultation, closely links the school's priorities for improvement to staff performance targets. This is a helpful document that successfully informs the work of the school for the coming year.
37. Pupils with special educational needs are well supported because provision is well managed and co-ordinated. Class teachers, special needs staff and learning assistants collaborate closely in monitoring pupils' progress and in preparing work that helps them to reach realistic targets. Pupils' needs are promptly identified, and the school readily enlists the expertise of outside agencies when this is required.
38. Under the leadership of their astute and hard-working chairman, the governing body is in a good position to offer the school well founded advice and support. Governors take a close interest in pupils' performance and the ethos of the school, seeking the right degree of information and explanation on the school's progress towards targets for improvement. The work of the governing body focuses closely on strategic decisions necessary for the school's long-term development. An example is the maintenance of a surplus which, though above recommended amounts, is appropriate for cushioning the effects of a fluctuating income. Statutory requirements are fully met.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	677,443	Balance from previous year	51,724
Total expenditure	653,139	Balance carried forward to the next	76,028
Expenditure per pupil	2,141		

39. Approaches to financial management are very good. The school prudently manages its resources, using them directly to enrich pupils' learning whenever possible; for example, in the provision of additional support staff. The finance committee draws on much expertise to make judicious spending decisions. These are closely guided by priorities identified in the school's improvement plan, and sensitive adjustments are made to reflect changes in income or to take advantage of seasonal differences in the prices demanded by contractors. The school carefully monitors budgetary expenditure, and headteacher and governors are well briefed on its financial position. The well qualified office manager has established thorough procedures for the day-to-day administration of the budget, and the school makes good use of

best value principles when purchasing supplies or services. The school receives good financial support from its parents' association.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school has maintained its good provision since the previous inspection. The curriculum offered is broad and balanced and gives children a good start to their education. Children who have special education needs are well supported and they achieve well. The small number of children from ethnic minorities achieve as well as their peers. Boys and girls achieve equally well. No judgements are made on the leadership and management of the co-ordinator because of lack of relevant evidence - until January, there is only the one Reception class. Assessment procedures are good and are used well to track individual progress. The resources are well used to provide stimulating activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are good; children have very positive attitudes to learning and enjoy being in school.
- Children achieve well and attainment is above expectations.

Commentary

40. Children settle down quickly into school routines. The quality of the curriculum and the staff's good knowledge of the needs of young children ensure success in developing the children's interest in their activities and their ability to sustain concentration. Children share resources, take turns and respect each other and play together well, as was seen in all activities.
41. The quality of teaching and learning is consistently good and the approach to behaviour management is positive. Most children are attentive and eager to learn, and find it easy to conform to the high standards of behaviour set by the staff. Children are appropriately active sometimes and at other times sit and concentrate for a good length of time, as in literacy and numeracy lessons. Children's attainment is likely to be above expectations by the time they join Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching of reading and writing skills is good and most children achieve well.
- Staff provide good role-models of language, and opportunities for children to speak are good.
- Children's attainment is above the expected levels.

Commentary

42. The quality of teaching and learning is consistently good and most children achieve well. Staff explain vocabulary well by using picture books and props. Responding to the teacher's good questioning helps children to develop their speaking and listening skills. Children explain their tasks well and sometimes quite eloquently. The teacher puts great emphasis on key words

and most children are beginning to read familiar words. Most children know some

letter names and their sounds. More able children receive appropriately difficult levels of work and read simple text fluently. Children of below average ability know the story structure and sequence pictures to tell a story.

43. Children practise their writing skills and most can write their names unaided. Specific skills, such as using knowledge of key words and letter sounds to read, and analysing the picture clues in stories, are taught well. Children are praised for their successes and the teacher picks up well on their responses to take learning forward. Children make their own books about various stories and are beginning to write simple sentences. Children's language for thinking and communication is good. Overall, children's attainment is set to be above the expected levels by the time they join Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good and most children achieve well.
- Practical activities support children's mathematical development well.

Commentary

44. Most children can count to 20 and many can go beyond. They recognise and write numbers to ten. The teacher matches work to children's needs well and has high expectations of both work and behaviour. As a result, more able children attain standards that are above expectations, they are secure with numbers to 20 and are able to solve simple problems involving the use of vocabulary of 'one more than' and 'one less than'. They add and subtract numbers to ten and record accurately. Most name simple two-dimensional shapes, and can sort large and small objects. Good use is made of materials; for example, colourful boxes help children learn the concept of big and small. Children's attainment is likely to be above the expected levels by the time they enter Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use of resources supports learning well.

Commentary

45. Overall, the quality of teaching and learning is good and children's achievement is good. They learn about a variety of materials, and are able to select tools, and techniques. They plant seeds and know that they need soil, water and light to grow. Opportunities to observe and explore the capabilities of a baby, brought into the class by its mother, and compare with their own, extend learning well. Teachers support children' learning in ICT well and as a result they are gaining confidence in the use of computers. Attainment of most pupils is set to be above the expected levels by the time they join Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have access to a good range of tools to improve hand and eye co-ordination
- Teaching is good and children learn to move with control and confidence

Commentary

46. The quality of teaching and learning is good overall and children's achievement is good. The staff allow children to be adventurous in climbing and balancing on and jumping off equipment without jeopardising safety or reducing challenge. Consequently, children are confident in controlling their movements. They are taught well to warm up, cool down and use space, though more use could be made of the outside area. Children have access to a good range of tools, different sized paintbrushes, pencils, computer mouse, scissors and jigsaw puzzles. They hold a pencil correctly when they write and use scissors well to cut in straight lines. Children's attainment is likely to be above expectations when they enter Year 1.
47. There was insufficient evidence to make judgements on standards and provision in **creative development**. This area of learning is appropriately planned for and is timetabled alongside other areas.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils generally achieve well in Years 3 to 6 because teachers' expectations are high
- Teachers motivate pupils well by forming very good working relationships with them
- Too little is expected of some groups of pupils, especially in Years 1 and 2
- An enthusiastic co-ordinator leads the subject well
- The use of writing to support learning in other subjects is inconsistent

Commentary

48. Pupils' achievement in Years 1 and 2 is satisfactory. By Year 2, they attain standards that are just above average, having entered Year 1 at a similar level. Achievement among pupils in Years 3 to 6 is good because teachers generally have high expectations for their success. By the time they leave the school, the current Year 6 are likely to attain standards that are securely above average, while Year 5 pupils are on course to reach even higher standards if they maintain their current good progress.
49. The relatively lower level of achievement in Years 1 and 2 results from the fact that, in a minority of lessons, higher attaining pupils could be expected to write at greater length. Lessons are generally more closely focused on practice and improvement in Years 3 to 6; pupils rise to the challenges they are set and have a clear understanding of how to meet them. Their progress accelerates as they move through the school because they respond well to higher expectations and the increased momentum of their work. Across the school, pupils with special educational needs generally achieve well because teachers thoroughly understand their learning needs and because their assistants offer good support.

50. Standards of speaking across the school are above average. In some lessons, teachers use open-ended questioning well, giving pupils plenty of time to express their views or justify opinions. In one lesson, role-play was very effectively used to help pupils appreciate the personality of a fictitious character. Pupils throughout the school display well above average listening skills; even the youngest pupils listen patiently while others are speaking because the school instils the virtues of courtesy and tolerance at an early stage. Pupils discuss work sensibly in pairs or small groups, taking account of the contribution of others when formulating their own views. Pupils generally achieve well in reading because they receive a thorough grounding in learning sounds and because they are expected to practise regularly at home and at school. Almost all those heard to read during the inspection were confident enough to attempt unknown words. By Year 6, pupils are expected to read from a range of literature that includes non-fiction texts and newspapers.
51. The differences in teachers' expectations for the quality of pupils' writing already described are often reflected in their handwriting and presentation. These are average among younger pupils but are generally good by Years 4 to 6. Younger pupils practise joining their writing but do not readily transfer the skills they have learnt to everyday work. Standards of spelling across the school are good.
52. Teaching is satisfactory in Years 1 and 2. Lessons are varied and well organised, but the tasks offered to higher attaining pupils often expect too little from them, and the objectives teachers set them are sometimes too easily achieved. In Years 3 to 6, teaching is good, and has improved since the last inspection. Lessons for older pupils are well paced, with clear but challenging objectives. Pupils respond well to interesting work; plenty of time is allowed for independent writing so that pupils have ample opportunity to achieve well.
53. Leadership of the subject is good. In post for a year, the co-ordinator has worked hard to familiarise herself with pupils' performance and teachers' work, but the impact of her leadership is limited because there have been no opportunities for her to evaluate the quality of learning in lessons, though she has done this well in pupils' past work. A more rigorous monitoring of lessons is vital for ensuring a better overview of the curriculum and for reducing inconsistencies in the quality of teaching and learning.

Language and literacy across the curriculum

54. The use of writing to support learning is inconsistent. In history, for example, it is used well in some classes, but in others there is a heavy reliance on the use of worksheets, and this limits expectation. Extended writing is rarely used in Years 3 to 6 to develop understanding in geography or religious education. Pupils use the computer effectively to write or edit stories. The library is well used, and new stocks of books have increased its appeal. Drama is imaginatively used to enrich pupils' understanding of language and literature.

MATHEMATICS

Provision in mathematics is **good**, because of pupils' overall achievement by the time they leave Year 6.

Main strengths and weaknesses

- Good use of setting in Years 3 to 6 enables pupils to reach their potential
- In Years 1 and 2, the work given to pupils is insufficiently matched to their prior learning

Commentary

55. Pupils achieve well in Years 3 to 6 because teachers review their progress frequently. The co-ordinator leads a review of pupils' termly results to ensure that children are placed in the most appropriate set, and the tasks pupils are given in each set are matched well to their ability. The standards the present Year 6 pupils are expected to reach by the end of the year are likely to be above average - a little lower than last year's well above average results, but this reflects overall cohort differences and a lower performance when these pupils were in Year 2. Pupils with special educational needs achieve as well as other pupils.
56. Teaching and learning are good in Years 3 to 6. High expectations by teachers are clear in lessons and in the work scrutiny; for example, in a mental arithmetic session for Year 6 pupils, the children were expected to be able to calculate the difference between 5,599 metres and 6.6 kilometres and express the answer in both metres and kilometres. They fulfilled the teacher's expectations.
57. Pupils' achievement in Years 1 and 2 is unsatisfactory because higher attaining pupils are not working at sufficiently high levels. In the scrutiny of work, pupils of all abilities were using the same level of workbook. These themselves are restricting, in that they have limited ranges, such as 'addition from one to ten.' The books of higher attaining pupils in all three classes contain several pages of similar work, all marked correct, suggesting that the pupils had been ready for some time to move on to harder work. One pupil with special educational needs is clearly struggling with number work and is not ready for what he has been given. Marking is not sufficiently thorough; incorrect work is sometimes ticked, work that has been misunderstood is occasionally unmarked and wrongly-formed digits are not corrected often enough to have an effect on learning. Teaching is unsatisfactory overall as a result, though, during the inspection, teaching and learning were very good in one of the lessons observed. In another, however, they were unsatisfactory because the challenge offered to groups of pupils was mismatched and achievement was unsatisfactory. Pupils' standards are at average levels but should be higher, given their attainment when they enter Year 1.
58. Leadership and management are satisfactory overall. The work which the co-ordinator does in Years 3 to 6 is good and very effective in raising pupils' achievement. He has a clear view of standards in these year groups and presents a very good example to colleagues as an effective mathematics teacher. However, he has not had sufficient opportunity to focus his work equally well on Years 1 and 2. Improvement since the last inspection has been satisfactory overall.

Mathematics across the curriculum

59. This has been improved since the last inspection. Pupils now use measuring skills in design and technology and science and present data in tables and graphs in science and geography. Number skills and understanding of space are also used in ICT, when pupils program traffic lights to operate and cause an object to move.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Teachers place good emphasis on teaching skills in investigative and experimental work
- The co-ordinator provides effective leadership and manages the subject well
- Insufficient use is made of ICT to enrich learning

Commentary

60. The results in the 2004 national tests for Year 6 pupils were well above the national average; current standards are above average as there are fewer higher attaining pupils in the year group. Standards by Year 2 are average.
61. Year 2 pupils' achievement is satisfactory. In written work, all pupils receive similar tasks and there is scope for higher attaining pupils to be given a more challenge in what they record. Achievement is good in Years 3 to 6. Pupils' investigative skills are developing well. For example, Year 6 pupils, in their study of evaporation and condensation, made an appropriate hypothesis, planned an experiment and recorded their work accurately; they are beginning to communicate reasoned explanations of what they have done. Pupils who have special educational needs receive appropriate support from adults and achieve well.
62. The quality of teaching and learning is good in Years 3 to 6 and satisfactory in Years 1 and 2. Teachers set clear learning objectives and pupils are aware of what is expected of them. They understand how the present lesson links to previous work. Pupils' behaviour is managed well throughout the school. Their interest is maintained by careful questioning. In all lessons seen, resources were used very well for investigative work. Teachers place appropriate emphasis on developing pupils' scientific vocabulary. They highlight scientific words in their explanations or require pupils to use them in their questions and answers. Work given to pupils of all abilities is similar and more able pupils, particularly in Years 1 and 2, do not consistently receive work of appropriate level of difficulty. ICT is not yet used effectively to extend learning.
63. The leadership and management of the subject are good overall. The co-ordinator has a good view of the working of the subject through effective monitoring of teachers' planning and scrutiny of pupils' books in Years 3 to 6. This has led to implementation of appropriate priorities for improvement, but the co-ordinator has had less chance to observe lessons. Assessment procedures are good but are not as effectively used in Years 1 and 2. Assessment information is analysed and is used to improve curriculum coverage. For example, the school is emphasising the use of investigative and experimental science and use of scientific vocabulary as the analysis indicated. An after school 'Science Club' enriches pupils' experiences. The school has maintained its good teaching and learning, leadership and management since the previous inspection; however, the standards for Year 2 are not as high as those reported, though they are similar to the teacher assessments at that time.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Good improvement since the last inspection means that pupils now achieve well
- Good facilities in the ICT suite promote pupils' learning

Commentary

64. Standards are in line with expectations by Years 2 and 6. This is an improvement since the last inspection, when standards were below expectations because of a lack of equipment. Standards are rising and pupils now achieve well. Evidence of rising standards was seen in a Year 6 lesson, where pupils were refining their PowerPoint presentations on the history of Victorian Britain. Pupils considered the needs of the intended audience and the appropriateness of pictures to text, and made suggestions as to how they and others could make the slides more eye-catching or less distracting. Most pupils were achieving at above expected levels.

65. Teaching and learning are good overall. Teachers' expertise has improved since the last inspection as a result of training and they display a good knowledge of the applications they are using. Interactive whiteboards are a new feature of teaching and they are mostly used well as teachers gain confidence. The ICT suite is well equipped, although the whiteboard is

not easy for pupils to see because monitors, sited on top of computers, obscure the view for most pupils on one side of the room, who have to stand to see over them. The school is to experiment with moving monitors to sit beside machines.

66. The subject is well led by the ICT team, made up of the headteacher, deputy head, a part-time teacher and a parent governor. This provides a good range of expertise, including both technical know-how and teaching experience, which has led the development of teachers' understanding and use of computers and a good overview of the subject through the monitoring of pupils' work.

Information and communication technology across the curriculum

67. Cross-curricular use of ICT has also improved since the last inspection. It is best in English, history and geography. Year 6 pupils produced the front page of a newspaper about a haunted house and made one about the pros and cons of a by-pass. In personal education, pupils drew up a list of bullet-point arguments against being a 'couch potato' - one who does little except watch television. In art, pupils imitate stone-age drawings and modern art. In mathematics, Years 1 and 2 pupils made graphs of data they had collected about shoe-size. There is some use in science - for example, showing the results of an investigation into types of material - but this could be extended. All classes have one lesson per week in the ICT suite to develop ICT skills, but there are blanks on the timetable when classes could have a regular second session in some other subject, such as mathematics.

HUMANITIES

68. One lesson was observed in geography and none in history. No overall judgements on standards, teaching and provision may be made for geography and history as neither subject was a focus for inspection, and too little evidence was collected.

69. Very little written work was sampled for **geography**. By Year 2, pupils understand that people live in different environments, and that some localities are more distant than others. Using the neighbourhood of the school, they distinguish between bungalows, detached and terraced houses, and appreciate that particular buildings offer different facilities that are of use to the community.

70. Between Years 3 and 6, pupils become increasingly aware of the climate, vegetation and lifestyle found in different parts of the world. In Year 4, pupils distinguish between tropical, temperate and polar climates and describe some of the characteristics associated with each. Teachers introduce appropriate geographical vocabulary, and pupils rise to the challenge of using these terms for themselves. In the single lesson seen, the teacher clearly demonstrated some of the reasons for differences in the world's climates, and his explanations led to good progress in pupils' understanding. In Years 5 and 6, pupils study aspects of physical geography. They know something of the effect of rivers on the landscape, and distinguish between the typical features associated with each section of a river's course. Geographical skills, such as the use of map and compass for orienteering and the description of location using co-ordinates, are practised adequately. However, writing skills could be employed much more imaginatively to ensure that pupils' knowledge and understanding are secure.

71. In **history**, pupils in Year 1 and 2 learn that people's appearance changes over time and that the circumstances of children in the past were very different from their own. In Year 1, teachers effectively use pupils' knowledge of their family to help them understand the effects of the passage of time, while pupils in Year 2 learn about well-known historical events such as the Gunpowder Plot. Older pupils study different periods of British history. Teachers effectively highlight differences between different historical groups. In Year 4, pupils draw relevant comparisons between the ways of life of Celtic and Roman Britain, while in Years 5 and 6, pupils compare the lives of rich and poor children or contrast Victorian schools with their own experiences. Writing is used more effectively in history for pupils to crystallise their thoughts and ideas than it is in geography, but its use is still inconsistent. Pupils display a lively interest in the subject that is fuelled by well-presented classroom displays of documents, pictures and artefacts.

Religious education

Provision in religious education is **satisfactory**.

Mains strengths and weaknesses

- Teachers make good use of stories to convey religious ideas and traditions
- Older pupils do not deploy their good writing skills sufficiently to clarify or deepen their understanding of the subject

Commentary

72. Standards in Years 2 and 6 are in line with those expected by the local agreed syllabus, and pupils achieve satisfactorily as they move through the school.
73. In Years 1 and 2, pupils become increasingly aware that certain days are marked by special festivities for a particular reason. They know why Christians celebrate Easter, Christmas and harvest time, and understand that different religious groups observe other festivals at different times of the year. Pupils recount some of the stories from both the Old and New Testaments, such as the early life of Moses and the feeding of the five thousand. Several of the youngest pupils already write two or three brief sentences to outline a story, but the over-reliance on worksheets in some Year 2 lessons prevents higher attaining pupils from demonstrating in writing the full extent of their knowledge and understanding. Pupils in Year 4 achieve well. For example, they write comparisons of the Genesis account of the creation with traditional stories from China and North America. This is a good teaching strategy that enables pupils to reflect more deeply on similarities and differences between different faiths and traditions. In Years 3, 5 and 6, the quality of learning is more variable. Pupils achieve well when they have the opportunity to develop their thoughts and ideas at length. Often, however, teachers expect too little of their pupils, and the above average writing skills seen in pupils' English books are rarely employed to deepen their understanding of religious themes.
74. No judgement may be made on teaching in Years 1 and 2 because no lessons were observed, but in Years 3 to 6 it is satisfactory. Teachers plan their introductions to lessons thoroughly, creating a good climate for learning in which pupils are receptive to story and ideas and listen carefully as they are introduced. However, some of the written tasks that follow are not challenging enough for some groups of pupils, and learning opportunities are sometimes missed. Teachers' subject knowledge appears satisfactory, although there is only limited evidence that there is confident exploration of similarities and differences in belief and practice between various religions.
75. The school has devised its own syllabus, based on that agreed locally. This is helpful in specifying the areas of the curriculum that teachers should be covering, but could usefully

offer a greater range of suggestions to help them with their planning. The headteacher supervises the co-ordination of the subject pending a permanent appointment to the post. The school makes good use of the local church and clergy to enrich pupils' understanding of the subject, but there are few contacts with representatives of other faith groups.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. Two lessons were observed in design and technology, one in art and design and none in physical education. No judgements can be made about provision or current standards in all the three subjects as they were not the focus for this inspection.
77. The school's overview of curriculum planning indicates that National Curriculum requirements are met in **art and design** and in **design and technology**. In the two lessons observed in design and technology, overall teaching and learning were satisfactory. Year 1 pupils worked well with punch and paper fasteners to make levers and pivots. The teacher's good demonstration and explanations of safety rules resulted in pupils using the correct tools safely and producing the movable jaws of a crocodile. In art and design, Year 5 pupils observed pictures of famous artists' still life paintings and produced some good sketches of their compositions. Very good use of artefacts collected by the teacher stimulated learning.
78. The curriculum for **physical education** is well enhanced through after-school clubs and competitive sport, giving pupils opportunities to take part in cross-country running, football, netball, cricket and rugby. Good use is made of outside providers to give specialist coaching. Pupils also have many opportunities to take part in competitions with local schools. The school's hockey team recently won the local education authority's championship. Many pupils have coaching outside the school and do very well in their respective areas. For example, one pupil won the British Champion Skier award. In lessons, pupils learn to swim and records show that most meet the national expectation by Year 6. The school's curriculum covers all aspects of the subject, including dance.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils achieve well when they benefit from the excellent teaching of the specialist teacher
- The school has a choir and orchestra, which perform to a high standard

Commentary

79. Children in the Foundation Stage, pupils in Years 1 and 2 and some of those in Years 3 to 6 are taught by a specialist musician, whose teaching is excellent. In these lessons, pupils are reaching standards which are well above expectations. In most of the Years 3 to 6 classes, pupils are taught by class teachers. Only one of these lessons was observed, so no overall judgement on the quality of teaching can be made; pupils' achieved standards in line with expectations in performing, following music notation.
80. An excellent lesson for Year 1 and 2 pupils contained a large variety of activities. Pupils sang well-known songs and learnt new ones, used their singing voices to hold conversations and sight-read and clapped rhythms written in standard notation; they then performed together a piece of 'paper' music, where the instruments were pieces of paper, handled in different ways, following a graphical score which they had helped to create. Though the lesson lasted only 30 minutes, the enthusiasm and achievement of the pupils seemed like more than an hour's worth. The teacher gives her services voluntarily and this is a full part of the school's normal provision - as is shown by the pupils' skills.

81. The same teacher takes the school choir, which was due to perform at the end of the inspection week with Alvin Stardust in Dartford. The choir has over seventy members, with both sexes well represented. They sing with great clarity and accuracy, with exceptional diction and phrasing. The orchestra has over two dozen members, playing strings, woodwind, brass and percussion. Most of the members receive peripatetic tuition in school. Several members of staff support individual players as they learn and one accompanies on the piano. The quality of this extra-curricular provision makes a significant contribution the spiritual, social and cultural development of many pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- Pupils get many opportunities to learn about other people and their values through art and music.

Commentary

82. The school's programme for developing pupils' personal, social, health education, including sex and relationships education and drugs awareness, is well planned and taught. Younger pupils have discussions of personal matters, seated in a circle, and older pupils prepare arguments on issues such as school uniform or social laziness in English lessons, often summarising their points using ICT. The school council is a good vehicle for developing pupils' sense of responsibility. Extra-curricular activities contribute well to helping pupils to explore and develop their interests and personalities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5);

poor (6); very poor (7).