

INSPECTION REPORT

MEAD ROAD INFANT SCHOOL

Chislehurst

LEA area: Bromley

Unique reference number: 101603

Headteacher: Mrs S Quirk

Reporting inspector: Mr J Tyler
20506

Dates of inspection: 19th to 22nd June 2000

Inspection number: 191710

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Mead Road Chislehurst Kent
Postcode:	BR7 6AD
Telephone number:	0208 467 1730
Fax number:	0208 467 7584
Appropriate authority:	Governing body
Name of chair of governors:	Mrs A Stammers
Date of previous inspection:	27 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Tyler	Registered inspector	English Science Music Physical education Religious education English as an additional language	The school's results and achievements How well are pupils taught? How well is the school led and managed?
Libby Dickson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Sandy Morgan	Team inspector	Art Information technology Design and technology	
Sue Senior	Team inspector	Under fives Mathematics Geography History Equality of opportunity Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mead Road Infant School is smaller than most primary schools. The 82 pupils are organised into three classes. About six per cent of pupils are known to be eligible for free school meals, which is below the national average. The number of girls and boys is broadly balanced, but there are many more boys than girls in one year group. The proportion of pupils speaking English as an additional language is about seven per cent, but all of them are beyond the early stages of language acquisition. There are 16 pupils on the school's register of special educational needs, giving a proportion that is below the national average. Assessments carried out soon after pupils enter the Reception class indicate that the balance of attainment is above average in literacy and numeracy, in the context of other schools in the borough.

HOW GOOD THE SCHOOL IS

This is an effective school in which pupils achieve overall standards that are above national expectations. There are strengths in many aspects of educational provision: teaching, the curriculum, care for pupils, and the school's partnership with parents. The very good leadership and management ensures that, at the same time as striving for higher standards, everyone is valued, in line with the school's motto *Small enough for everyone to count*. The school offers good value for money.

What the school does well

- Standards in English are well above the national average. Pupils also achieve well in mathematics, art, design and technology, information technology and music.
- Strengths in teaching help pupils of all abilities to enjoy their lessons and achieve success.
- The school is successful in promoting positive attitudes and behaviour, and in fostering very good relationships.
- The leadership and management are very effective. The focus on raising standards has brought about many improvements since the previous inspection.
- This is a caring community in which pupils, parents and staff value each other's contributions.

What could be improved

- When pupils are working independently, the pace of learning is sometimes slower than it should be.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made rapid improvement since the previous inspection in January 1997. The main action points have been addressed very successfully: better curriculum management and school development planning, schemes of work for all subjects, effective assessment procedures, improved teaching and all statutory requirements being fulfilled. There have also been improvements in pupils' attitudes and behaviour, links with the community and support for pupils with special educational needs. The overall result is that standards have risen.

STANDARDS

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

Performance in:	compared with				<p style="text-align: center;"><i>Key</i></p> well above average A above average B average C below average D well below average E
	all schools			similar schools*	
	1997	1998	1999	1999	
Reading	C	A*	A	C	
Writing	C	C	A	B	
Mathematics	C	B	C	D	

* This refers to schools in which a similar proportion of pupils are known to be eligible for free school meals.

By the age of five, standards are well above national expectations in reading and speaking, above national expectations in mathematics and in line with expectations in personal and social development, and in other areas of learning.

The table shows that standards in the 1999 national assessments for seven-year-olds were well above the national averages for reading and writing, and average for mathematics. Results were not so favourable in the context of schools with a similar proportion of pupils eligible for free school meals. However, the trend over the past few years is upward and standards in the present Year 2 are well above national expectations in all aspects of English and above expectations in mathematics. The school set itself challenging targets for this year and has achieved them, with all pupils reaching at least Level 2 in reading, writing and mathematics, and a greater proportion reaching the higher grades within this level. The standard in science has risen since last year and is now in line with national expectations. Work seen in art, design and technology, information technology and music was above that which is usual for the ages of the pupils. Standards were sound in the work seen in other subjects. Throughout the school, pupils with different capabilities are working at appropriately challenging levels and achieving well in relation to prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school. They have positive attitudes to learning. In lessons, they listen carefully and respond well to their teachers.
Behaviour, in and out of classrooms	Behaviour is very good, both in lessons and around the school. Pupils are aware of adults' expectations and respond appropriately.
Personal development and relationships	Relationships are very good throughout the school. Staff and pupils treat each other with respect. Pupils work together well.
Attendance	Attendance for the current academic year is very good. There is no recorded unauthorised absence.

TEACHING AND LEARNING

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

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

Strengths in teaching have a significant impact on the way that pupils learn. The quality of teaching was at least satisfactory in every lesson seen and was good or better in two thirds. It was very good in one out of every ten

lessons seen. The teaching of English is particularly strong and the basic skills of literacy and numeracy are taught well. Lessons are planned in great detail to meet the needs of all pupils, and are well structured. The range of interesting activities motivates pupils so that they concentrate well and try to do their best. Teachers are skilled at leading class discussions and posing very good questions that extend pupils' understanding. When working independently, pupils are sometimes slow to start, either because they lack sufficiently clear guidance or because they are too reliant on adults. The school is already aware that this is an aspect for improvement. The relationships between pupils and adults and the good displays of pupils' work create an environment that is both happy and stimulating.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The broad, balanced curriculum is enriched by a wealth of additional opportunities through extra-curricular and community-linked activities. Literacy and numeracy skills are used well in other subjects. There is an appropriate programme of personal, social and health education.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress because they are supported effectively. Class teachers are given time to identify needs accurately and to work with small groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual, social and cultural development is effectively promoted through assemblies, lessons and extra-curricular activities. Moral development is a particular strength. Adults set a good example to pupils, showing them trust and respect.
How well the school cares for its pupils	The school provides a caring and welcoming environment. Staff know pupils well, are consistent in their expectations and responsive to pupils' needs. Assessment of pupils' academic and personal development is very effective and is helping to raise standards. The school's very strong partnership with parents makes a significant contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school has a clear sense of purpose and there is an excellent focus on raising standards. The headteacher and deputy headteacher work together very effectively and have brought about significant improvements in the school since the last inspection.
How well the governors fulfil their responsibilities	The governing body is very well informed, active and effective. Governors' support is greatly valued. They share the staff's commitment to improvement.
The school's evaluation of its performance	The school development plan accurately identifies priorities for improvement. All aspects of school performance are carefully monitored.
The strategic use of resources	The school applies best value principles and makes very good use of the available resources. The teamwork of all adults is a strength. The accommodation and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> ♦ Their children enjoy school and make good progress. ♦ Teachers set high expectations and children do their best. ♦ The school listens and responds positively to parents. ♦ Children are helped to become mature and responsible, and behave well. ♦ The school is well led and managed. 	<ul style="list-style-type: none"> ♦ Information about their children's progress. ♦ The amount of homework.

The inspection agrees with parents' positive views. With regard to the concerns above, inspectors feel that they are unwarranted. There are many opportunities, both formal and informal, to find out about children's progress. The work that pupils do at home is broadly typical for infants. It is appropriate for pupils who have worked hard during the school day, and contributes positively to their progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Assessments carried out soon after pupils enter the Reception class indicate that the balance of attainment is average, in the context of other schools in the borough. By the age of five, standards are well above national expectations in reading and speaking, above national expectations in mathematics and in line with expectations in personal and social development, and in other areas of learning.
2. Attainments in the 1999 national assessments for seven-year-olds were well above the national averages for reading and writing, and average for mathematics. Results were not so favourable in the context of schools with similar proportions of pupils eligible for free school meals; they were above average for writing, average for reading and below average for mathematics. However, the trend over the past few years is upward and standards in the present Year 2 are well above national expectations in all aspects of English and above expectations in mathematics. The school set itself challenging targets for this year and has achieved them, with all pupils reaching at least Level 2 in reading, writing and mathematics, and a greater proportion reaching the higher grades within this level.
3. The standard in science has risen since last year and is now in line with national expectations. Work seen in art, design and technology, information technology and music was above that which is usual for the ages of the pupils. Standards were sound in the work seen in other subjects. Throughout the school, pupils of different capabilities are working at appropriately challenging levels and achieving success. The small number of pupils with special educational needs make good progress because they are well supported. Higher attainers are given good opportunities to extend their learning in areas for which they have particular aptitude.

Pupils' attitudes, values and personal development

4. Pupils have positive attitudes to their education. They are keen to attend school and show interest in their work. When their teachers are addressing them, they listen quietly and are keen to respond to any questioning. They know that when they wish to answer or ask questions, they are expected to put up their hand. In general they carry out their work sensibly and responsibly. In some lessons they are somewhat slow to settle to individual and group work, and do not always complete the set task.
5. Pupils are considerate towards each other and adults. They are polite to other pupils as well as to adults. In the playground they play well with each other and share the equipment and the toys set out for them. They show good respect for property, and both pupils and staff take pride in the school environment. Pupils generally behave very well in class and at other times of the school day. They respect the school's expectations for their behaviour, and respond positively. Movement around the school is calm and orderly, with pupils lining up smartly to go to assembly or to lunch. One pupil was excluded last year, but this was a rare occurrence.
6. Attendance is higher than the national average, and has improved since the last inspection. There is very little unauthorised absence, although the school has an ongoing concern about the number of families taking their children out of school during term time for family holidays. Registration sessions are brisk and efficient, and lessons begin and end on time.

HOW WELL ARE PUPILS TAUGHT?

7. The quality of teaching is good and this has a significant impact on the way that pupils learn. Teaching was at least satisfactory in every lesson seen and was good or better in two thirds. It was very good in one out of every ten lessons seen. This is an improvement since the previous inspection and reflects the school's focus upon raising standards through improved teaching.
8. The basic skills of literacy and numeracy are taught well and practised in other subjects. Pupils are given a good grasp of the relationships between letters and sounds so that they can decipher unfamiliar words and attempt sensible spellings. Their mathematical skills are made relevant through practical use, for example, in measuring distance and weight, and drawing graphs. They are encouraged to use their knowledge and skills when finding information or recording work in subjects such as science, design and

technology, geography and history. Speaking and listening skills are also taught and used well. One class is particularly good at rearranging into pairs or groups for discussions that are then reported back to the class. The teacher uses these times effectively to develop language as well as to extend pupils' understanding in a wide range of subjects.

9. The effectiveness of teachers' planning is a particular strength. Lessons are planned to meet the needs of pupils of all levels of ability and are well structured. Teachers are good at asking questions that are suited to different pupils' needs and setting tasks that challenge pupils appropriately. Most lessons include times for the teacher to explain new ideas to the whole class, discussions, independent tasks and revision of what has been learned. Teachers' good subject knowledge is evident when they skilfully ask questions that check and extend pupils' understanding. They usually share the learning objectives for the lesson with pupils and then maintain the focus through their questions. In a numeracy lesson, this was achieved by setting the rules for a game that involved decreasing the number of flowers in a vase. The pupils were highly motivated and the teacher's challenges and questions gradually increased the level of difficulty and the skills of recording. In occasional lessons, teachers' expertise is insufficient for the needs of particular subjects. In a science lesson, for example, a teacher did not spot how to extend higher-attaining pupils' skills in classification.

10. One aspect for improvement is the way that pupils settle to independent work, and the school is already aware of this. Pupils sometimes receive insufficient guidance so that they are unsure how to begin and waste time before the teacher gives them further guidance. They then usually work at a good pace. In other cases, teachers do not set clear expectations about the quantity of work to be completed and pupils work slowly until they receive adult attention. In one very successful lesson, the lower attainers were asked to complete a simple worksheet that introduced them to the main task. This gave them confidence and got them working straight away even though the teacher was focusing on different pupils. When the teacher focused on them, they were successfully able to move on to more complex ideas. In a few lessons, teachers gave clear expectations as to the amount of work to be recorded and pupils rose to the challenge. However, teachers still maintained the focus on learning objectives in almost all their questioning so that work maintained its quality as well as increasing in quantity.

11. Teachers and supporting adults work well together and have very good relationships with pupils. This is a significant factor in the friendly atmosphere in the school and in pupils' positive attitudes, values and behaviour. Pupils' work is valued and celebrated in well-mounted displays.

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

12. The quality and range of the learning opportunities offered to pupils in the school are good. All statutory requirements for the curriculum are met. Schemes of work provide progression in learning for all subjects, which is a considerable improvement since the last inspection. The new schemes support teachers effectively when planning lessons. The national literacy strategy has been effectively implemented in all classes with a positive impact upon standards. The numeracy strategy has been satisfactorily introduced and is beginning to have a positive effect. Musical productions, composed and organised by the deputy headteacher, greatly enrich the arts curriculum and pupils personal development. Curricular provision for the under fives is well organised, offering a range of relevant activities that develop a positive attitude to learning.

13. In the recently improved arrangements for special educational needs, teachers are given time each week to focus on a small group of pupils within the classroom. This enables them to assess pupils' needs accurately and to plan appropriate work. High priority is given to the development of literacy skills within individual education plans, which focus well on precise goals such as "to sound and recognise the letter c". The school's recognition of the needs of some gifted pupils is a curricular strength. These pupils are able to follow a course that suits their specific talents. There is also appropriate consideration for children who are young for their year group.

14. A good range of extra-curricular activities within lunchtime and after school extends the pupils' opportunities for social interaction and learning. Activities include recorder, chess, country dancing, football, gym club and French.

15. The school has extended community links since the previous inspection. Several liaisons have been made with local organisations, resulting in collaboration in projects, such as Forum for Arts in Bromley and the Education Business Partnership. Pupils have put technological and mathematical skills into practice in a realistic situation designing a new pathway to the wildlife area. Pupils successfully take part in the annual Chislehurst Society Award, which provides an audience for their poetry and literary compositions. The school is a member of the small schools consortium, enabling pupils to broaden their social and cultural activities. A bridging partnership with local pre-schools shares expertise and experiences.

16. Provision for spiritual, moral, social and cultural development is good overall. Moral development is a particular strength. Teachers and other adults in the school set good examples to the pupils, and are consistent in their expectations of pupils' behaviour. The school's motto, *Small enough for everyone to count*, underpins the life of the school, and the Code of Conduct, displayed prominently in each class, helps to ensure that pupils' recognition of acceptable and unacceptable behaviour is clear. The trust and respect shown to pupils by teachers enables them to develop in self-confidence. Good work and behaviour are praised and reinforced through the award of merit certificates at the weekly celebration assembly. Pupils are encouraged to show respect for property, and take pride in their surroundings. In a wider context, they are encouraged to show concern for others by raising money for several charities such as the Red Cross, Great Ormond Street Hospital and UNICEF. The school recently held a disability awareness week for which they came runners-up in a national competition for the promotion of personal and social education..

17. Assemblies play a significant part in promoting pupils' spiritual development. Carefully chosen themes provide opportunities for pupils to develop their understanding of the meanings and values of the things around them. During the inspection the theme of 'gratitude' was explored by encouraging pupils to reflect on and appreciate the gift of sight. Staff handled this topic sensitively and effectively.

18. Pupils' social development is good. They are encouraged to mix well with each other. Teachers provide opportunities for pupils to work together and to share resources and exchange ideas. The older pupils are taught to care for the younger ones and help them settle into school. The school takes part in a number of sporting events with other local schools, which gives pupils opportunities to broaden their outlook as well as their skills.

19. Good opportunities for cultural development are provided. Regular school performances include drama and music. Pupils learn to appreciate their own cultural traditions through walks with their classes in the local area, and participation in community events. Visits from the African Arts and Crafts Workshop, an author, and the Life Education Centre, together with educational visits to places of interest such as a transport museum and nature reserve, also contribute significantly to their wider cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

20. Teachers and support staff know pupils well and work together to provide each child with a welcoming, supportive and happy environment for learning. There is a strong, caring ethos in the school and pupils are valued as individuals. Those starting school for the first time are given opportunities to develop their social skills in preparation for school life, through the 'Rising 5s' club held once a week at the school. Links are developing with the junior school to which most pupils transfer at the age of seven.

21. The school places a strong emphasis on high standards of behaviour. Teachers are consistent in their expectations of pupils' conduct and this consistency in approach helps pupils to develop a strong sense of security and self-confidence. The school has introduced a merit scheme since the last inspection, rewarding good work and behaviour, and this has helped to promote positive attitudes amongst pupils. Pupils themselves were involved in drawing up the school's Code of Conduct which is prominently displayed in each classroom and around the school building, and is regularly discussed in assemblies, so that pupils feel ownership of it.

22. The headteacher is the designated child protection co-ordinator and all staff receive training in this area as part of their induction. Similarly, the staff has undergone basic training in first aid, and there is one fully qualified first-aider. The school has appropriate procedures for recording and dealing with any

incidents. The management of health and safety complies with statutory requirements and includes regular checks by governors and external advisers. The school site is kept clean, tidy and litter free.

23. Since the time of the last inspection the school has developed a systematic approach to recording pupils' academic performance and using the information, and this is helping to improve standards. Data is regularly reviewed in order to monitor pupils' progress and this helps teachers to identify and support pupils who may be making insufficient progress or who need more challenging work. Individual targets are set for pupils. Pupils have these on their desks during lessons and teachers refer to them to remind pupils what they need to do to improve. The school's system for monitoring pupils' attendance is very good. Attendance records are well kept and registers are checked regularly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

24. A great strength of the school is the partnership that it has developed with parents, who are made to feel welcome at any time. There is a high level of parental involvement in the life of the school. A considerable number of parents help on a regular basis in classrooms, on outings and with extra-curricular activities. The parent teacher association organises numerous social and fundraising events and raises very substantial sums of money to provide resources and equipment. The association recently provided laptop word processors, lunchtime play equipment and book shelving. Most parents take an active part in supporting their child's learning at home by hearing them read and helping them with home work. Parents make a very good contribution to the learning in school through their interest, support and financial commitment.

25. The regular provision of very accessible information, including newsletters and booklets, ensures that parents are kept fully informed and up to date with all matters relating to their child's education. A small number of parents of younger pupils express concern that they are not kept well enough informed of their children's progress. Inspectors judged that there are frequent formal and informal opportunities for parents to meet staff, and teachers are readily available for parents who wish to discuss concerns. Written reports are detailed, with the best examples giving areas for improvement, and parents are invited to comment in writing on their child's annual report.

HOW WELL IS THE SCHOOL LED AND MANAGED?

26. The school is very well led and managed and there are excellent features. In particular, the school has identified the most important issues for development and planned clearly how to reach its goals. The focus of all development is on raising standards, and the strategy for staff appraisal and performance management is thorough and effective. The headteacher, working closely with the deputy headteacher, has been very successful in building a cohesive team of adults, maintaining the family atmosphere in the school and bringing about significant improvements.

27. The governing body is very well informed, active and effective. Governors understand which aspects of the school are strengths and which need improvement. They are closely involved in drawing up and monitoring progress in the school development plan. Their ability and willingness to offer advice and ask searching questions are very helpful to the school. Governors share the staff's commitment to improvement and their support is greatly valued.

28. The school development plan is well structured, clear and helpful. It sets out which aspects for improvement are most important, how targets will be met, who is responsible, the cost of developments, and how success will be evaluated. The objective throughout is to raise standards and the plan is effective in bringing about change. The focus on improving teaching skills, for example, has improved the overall quality of teaching since the last inspection and this has had a significant impact on standards. The methods used to achieve this, including observations of lessons and supportive discussions, have been very successful. The headteacher has a very strong grasp of educational issues and this is the most important factor in the effectiveness of the school development planning. Careful thought is given to how to use the available finances most effectively, and the day-to-day management of the budget is very efficient.

29. Each teacher takes responsibility for the leadership of several subjects. Leaders have been successful in introducing national initiatives such as the literacy and numeracy strategies and in making other improvements. The whole staff works well as a team, sharing ideas and expertise and implementing

policies consistently. The school has good systems for enabling new staff to settle quickly and manages trainee teachers well.

30. The level of staffing is good. There are sufficient funds to enable the headteacher to work throughout the school rather than having a responsibility for a specific class. This enables her to teach small groups, release teachers for other duties and fulfil her many roles successfully. The accommodation is good overall, even though two classrooms are inadequate. The school makes very good use of the library to overcome the difficulties of one room. The other is to be moved shortly into the new building that also houses a well-proportioned hall. This is a major improvement. The school makes very good use of the grounds, which have been developed well to offer varied play and learning activities throughout the year. The range and quality of resources for learning are good. The school has spent direct grants and its annual budget wisely and resources are well organised and accessible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. The school should now:

- improve the pace of learning when pupils are working independently by:
 - giving clearer guidance for what pupils are expected to complete; (see paragraph 10)
 - encouraging pupils to be less reliant on adults. (see paragraphs 10 and 35)

32. Other issues that the governors may wish to include in their action plan are:

- the presentation of pupils' work; (see paragraph 46)
- the process used for investigating and recording in science (see paragraph 51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	57	33	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	82
Number of full-time pupils eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	16

English as an additional language

	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	21	9	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	9	9	9
	Total	26	26	27
Percentage of pupils at NC level 2 or above	School	87	87	90
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	17
	Girls	9	9	9
	Total	27	27	26
Percentage of pupils at NC level 2 or above	School	90	90	87
	National	82	86	87

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	2
Bangladeshi	0
Chinese	0
White	47
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	18.8
Average class size	27

Education support staff: YR – Y6

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

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	225,266
Total expenditure	218,877
Expenditure per pupil	2,406
Balance brought forward from previous year	10,500
Balance carried forward to next year	16,889

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	81
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	48	52	0	0	0
Behaviour in the school is good.	55	40	2	0	2
My child gets the right amount of work to do at home.	43	26	21	0	10
The teaching is good.	76	21	0	0	2
I am kept well informed about how my child is getting on.	40	33	17	7	2
I would feel comfortable about approaching the school with questions or a problem.	74	21	5	0	0
The school expects my child to work hard and achieve his or her best.	69	26	0	0	5
The school works closely with parents.	55	31	12	0	2
The school is well led and managed.	71	29	0	0	0
The school is helping my child become mature and responsible.	60	38	0	0	2
The school provides an interesting range of activities outside lessons.	55	36	5	5	0

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

33. During the inspection it was not possible to see enough lessons taught in every subject to be able to make valid judgements about all aspects of learning and provision.

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

34. By the age of five, standards are well above national expectations in reading and speaking, above national expectations in mathematics and in line with expectations in personal and social development, knowledge and understanding of the world, physical development and creative development. Teaching is good overall.

35. Children benefit from good teaching in personal and social development. The teacher provides varied opportunities for the children to practise their developing personal and social skills through play and structured activities. Consequently, children are confident and eager to explore and take part in all activities. They form positive relationships with one another through being encouraged to work in a group or pair. Children usually behave well in class and around the school. Children are independent in dressing and personal hygiene, but are not always sufficiently encouraged to be self-reliant in learning. They often expect that adults will collect and return resources such as colouring pencils and sweep up the sand at the end of the activity.

36. Time is regularly set aside for speaking and listening, and vocabulary extension is a feature of book studies. Careful planning provides numerous additional opportunities within class discussions for children to demonstrate and extend their breadth of vocabulary. Some pupils used words such as *nocturnal* to describe a fox and other pupils were encouraged to extend their use of language. Good teaching supports the development of language and literacy skills. The teacher's expertise and her enjoyment of stories leads children to acquire book and phonic skills and to have positive attitudes towards books. In one lesson, pupils enthusiastically and rapidly identified rhyming words and speech bubbles. The most able readers are already working at the level expected for most seven-year-olds. Many children read key words, recognise initial phonic sounds and are beginning to sound out unfamiliar words. In transferring this skill to writing, the teacher ensures that, with some support, they are able to use at least initial sounds. Some higher attainers write at length and show early awareness of punctuation. Children have opportunities to practise their handwriting and are developing a clear script.

37. The teaching of mathematics is satisfactory. Lessons are planned effectively to build upon children's previous knowledge and understanding so that they extend their mathematical vocabulary and understanding. When introducing new concepts, the teacher successfully uses practical demonstrations, such as clapping and whispering to identify odd and even numbers. Work is generally planned at appropriate levels, but there is not always enough challenge for the high attainers. A group of higher attainers learned about halving and quickly finished the initial work and an extension task. While some drew and coloured groups of beads, others became bored and played with pencils. However, when corrected, the children speedily completed the additional work.

38. Topics such as *Push and pull* and *Teddy bears*, are effective in giving children a rounded view of the world by combining elements of science, design and technology, geography, history and information technology. The teacher uses class discussions and demonstrations productively to introduce new ideas and challenge the children to explore for themselves. The impact of these challenges is reduced when adults sometimes intervene too early to solve problems for the children. Children use information technology effectively to write, draw and store information. Some children who were encouraged to use the mouse independently made greater gains in manual control than others whose hands were guided by an adult. The teaching of pupils' knowledge and understanding of the world is satisfactory.

39. Carefully planned physical education lessons ensure that children have a good awareness of space and develop their ability to change speed and move in different ways. The children do not always respond quickly enough to the teacher's instructions to stop. Use of the outside play area, which offers additional opportunities for developing children's physical skills of climbing and pulling, is a regular feature when the weather is suitable. Children are successfully taught to control brushes and artistic tools.

40. Through imaginative play and well-told stories, children have many opportunities to use their imagination and be creative. Teaching sometimes highlights attention to detail very effectively, so that children produce good artistic works using clay, paint and charcoal. Children are taught to sing in tune and do so enthusiastically.

41. The induction arrangements to the Reception class are good. The school has established links with pre-school settings and prospective families. Children benefit from attendance at the Rising 5's Club in the term before starting school. Initial assessments are carried out in the first few weeks of school and used to set work at an appropriate level.

ENGLISH

42. The results of the 1999 national assessments for reading and writing were well above the national averages. An above-average proportion of pupils reached the upper divisions of Level 2 and a significant proportion reached the higher Level 3, especially in reading. In the context of schools with a similar proportion of pupils eligible for free school meals, reading was average and writing was above average. In this year's national assessments, every pupil has achieved at least Level 2, with an even greater proportion than last year reaching the upper divisions. Similar proportions to last year reached the higher Level 3. The trend in results over recent years is upward. In the work seen, attainment is well above average in speaking and listening, reading, and writing. Standards have risen appreciably since the previous inspection. Pupils are achieving well because teachers challenge them to work at levels appropriate to their different capabilities.

43. Pupils speak well, using a range of interesting vocabulary within complete sentences. Their listening skills are also well developed, though not to quite the same extent. During an assembly, pupils confidently asked a visitor very good questions that helped the whole school gain a better understanding of the needs of people who are visually impaired. On another occasion, several pupils gave answers that had already been given because they were so keen to speak that they did not listen carefully. However, they normally listen carefully, follow instructions accurately and show great interest in what others have to say. Special times for speaking and listening are planned during the week for pupils to learn and practise skills. These are good opportunities for teachers to encourage specific skills, such as reminding listeners to watch the speaker. Small groups, sometimes led by an adult, are given topics to discuss and often report back to the whole class. The skills learned are also practised in other lessons. Near the end of a religious education lesson about David and Goliath, Year 1 pupils talked in pairs about things that frightened them. Their thoughts were shared with the class and the depth of discussion helped them to understand more deeply the significance of the story.

44. Some pupils read exceptionally well and the overall levels of enjoyment and confidence are high. Pupils learn a variety of strategies for working out unfamiliar words and are particularly good at using their knowledge of the sounds made by letters and groups of letters. One pupil successfully read *beanstalk* and *whispers* by splitting them up. Recalling that the class had learned about the sound made by *wh* during a literacy lesson helped her. A weakness is that pupils often carry on reading from the point at which they stopped to work out an unfamiliar word and so the text loses its meaning. Some older pupils return to the start of a sentence or clause and so check their solution through the context as well as maintaining the meaning of the story. The effectiveness of teaching during literacy lessons, when teachers focus on the specific skills of reading, is greatly reinforced by regular opportunities to read at school and home. Parents are very good at sharing books with their children, and a significant number help in school. As pupils become independent readers they are encouraged to make their own choices about which books to read, but a careful check is maintained as to the suitability. Lower attainers are occasionally asked to attempt books that are too hard and this lowers their confidence. Pupils use reference books to find information for other subjects, and extract text from computer programs. This gives them useful practice in using the skills learned in literacy lessons, makes their work more purposeful, and helps them to understand the links between subjects.

45. The overall standard of writing is well above national expectations, with a particular strength in the content of what is written. Pupils are given opportunities to write in many different forms and for different purposes. They use punctuation well and their spelling is generally good. Higher attainers in Year 2 use speech marks correctly and pupils of all abilities use capital letters and full stops, and make

sensible efforts to spell unfamiliar words using their knowledge of sounds. Stories and poems often use interesting vocabulary and contain imaginative ideas. Pupils draw on their wide reading experiences and well-developed spoken English to express themselves in writing. One pupil deliberately used synonyms to increase the humorous effect when she wrote “*Don’t shout ‘Mr Payne’,*” *yelled Mr Payne*. Teachers plan effectively for pupils to use writing in other subjects, without making this onerous for the lower attainers. In history and science, for example, there is a balance between recording work in pictorial form, completing worksheets that require little writing, and using descriptive and factual writing of their own. The school has found that the structure of the literacy hour does not give pupils sufficient opportunities to write at length. One session each week is now dedicated to writing, and this is proving to be successful in raising standards.

46. The school’s style of handwriting was introduced this year and pupils’ letter formation is good when they are concentrating on this during handwriting sessions. The overall quality of handwriting, however, is below that which should be expected. The style lends itself to a natural progression into joined writing, but, at this stage, few pupils are working at the higher Level 3 in this aspect of the subject. The full benefits of the new handwriting policy cannot be evaluated until next year, when pupils who started with it have had more time to develop. Pupils overall presentation of work is sometimes scruffy, with pages left blank, work incomplete and dates left out.

47. Pupils enjoy their work in lessons because teachers make them fun. Teachers plan interesting work, read expressively and make good use of humour. The level at which tasks are set is challenging, with different expectations according to the needs of the pupils. In one lesson, the teacher challenged higher attainers to find words in a dictionary as fast as they could. The pupils’ natural competitiveness ensured that they rose to the challenge and learned at a rapid pace. Work for the lower attainers was also set at a good level, but they needed a little more guidance to get started, and once they had received this they also made good progress. Teachers have very good subject knowledge and this is seen in effective questioning and clear explanations. The overall quality of teaching is very good and this is a reflection of strengths in the leadership of the subject. Staff have received good training and support, standards are monitored and the school’s literacy strategy is implemented consistently.

MATHEMATICS

48. Standards in the 1999 national assessments were in line with national expectations but below the average for similar schools. Standards are rising and the balance of attainment in the present Year 2 is above national expectations. Higher-attaining pupils achieve well because they are given work that is closely matched to their needs and the same is true of lower attainers, who are well supported.

49. The quality of teaching is good and is especially successful in helping pupils to develop a range of strategies for mental calculations. In mental and oral sessions at the start of lessons, teachers use creative ways to warm up the pupils. Through the teachers’ use of challenges, number sticks and fans, and question and answer sessions, pupils are highly motivated and learn through sharing ideas. Pupils quickly acquire mathematical terms and use them appropriately because teachers emphasise the correct mathematical vocabulary. They understand how different terms can be applied to the same mathematical operation. Teachers give pupils with special educational needs extra help in understanding new vocabulary through explanations and careful questioning. When a teacher asked “How can we turn that sum around?” it helped the pupils to understand the relationships between addition and subtraction. Mental tasks often lead into individual or group activities, preparing pupils by practising skills that will be used later on.

50. Teachers plan effectively and set work at different levels to suit the needs of the pupils. In most lessons, the work is set at three levels, with additional help for pupils with special educational needs and extension for the higher attainers. In an effective lesson, lower attainers recorded the pattern when counting in threes up to 20, while higher attainers worked to 100 and began to identify rules that applied to the operation. The highest attainers mentally investigated larger multiples of three and recorded how they could recognise them quickly. Learning objectives are made explicit and shared with pupils, which helps them to focus on the right issues. In some lessons, the pace during independent work is initially slow and so objectives are not always met. Pupils’ recorded work is sometimes incomplete and untidily presented because pupils do not always have a clear understanding of what is expected from them. In one

lesson, when the teacher stated “I want you to fill in at least five, but try to get all of them done!” pupils started work immediately, but in another, where no such expectation was shared, pupils needed reminding that they should start.

51. The national numeracy strategy has been successfully implemented, giving good structure to lessons and an appropriate emphasis on mental and oral calculations. The use of mathematical skills in other subjects, such as science and geography, contributes to the overall effectiveness of learning in numeracy lessons. Two significant improvements since the last inspection are the involvement of the subject co-ordinator in monitoring standards and the quality of learning, and the implementation of a structured scheme of work.

SCIENCE

52. Standards in science are in line with national expectations at the end of the key stage. The majority of pupils are achieving appropriately, with lower attainers doing well and higher attainers sometimes lacking sufficient challenge. Standards have risen since last year, when the proportion of pupils attaining the expected Level 2 was below the national average. Attainment is similar in all aspects of the subject. Pupils use a good variety of methods to communicate their findings such as recording data in tables and graphs, drawing, writing and orally reporting to the class. The process used for investigating and recording is not developed systematically through the school. This sometimes leads to poorly presented work and reduces the pace of learning, which is, nevertheless, satisfactory overall.

53. Teachers plan for a sound balance between investigative and factual learning. A strength in teaching is the way that pupils are asked to use literacy skills in science lessons. They search for information in books and using information technology. Pupils often record their findings in writing and this is effective in reinforcing and extending their understanding of what they have learned. Numeracy skills are also used effectively in one class, but less so in the other. For example, opportunities to develop sorting skills were missed when studying materials or human characteristics. Year 2 pupils measured the distance travelled by vehicles down a ramp and used the information to further their understanding of forces. Lessons are carefully prepared and teachers make good use of the well-organised resources. Pupils are keen to learn. Some pupils spoke with enthusiasm about what they hoped would happen to the seeds they had planted and were caring for.

54. The scheme of work is detailed and helps teachers when planning lessons. The procedure for recording pupils’ attainment is linked closely to the scheme of work and is simple to administer. Teachers can easily see which pupils need further support and those who could be challenged more highly. The subject co-ordinator has had some opportunities to monitor standards and this has led to positive action to raise standards.

ART

55. Pupils of all abilities achieve well in art and are working at levels that are above those expected for their ages. Very good displays of a wide range of art indicate that a well-structured programme is taught regularly and pupils’ skills are consistently developed as they progress through the school. Pupils have opportunities to use pencils, paint, pastels and clay and produce work of good quality. The work of famous artists is used effectively to stimulate pupils’ imaginations. For example, pupils in Year 1 produced high quality pastel drawings of cats after studying the paintings of Martin Leman. A good range of three-dimensional work is also undertaken and pupils in Year 2 produced some very detailed models in clay on the theme of transport.

DESIGN AND TECHNOLOGY

56. Standards in design and technology are above those expected for pupils’ ages. There has been improvement in the quality of pupils’ practical work since the time of the last inspection. Design and technology is regularly taught in each class and pupils’ design and making skills are consistently developed. As they move through the key stage pupils develop good skills using a range of materials, such as textiles, card, wood and construction kits. In Year 1, they are able to draw out their ideas and list the materials they will need. Pupils in Year 2 are able to annotate their sketches indicating the materials they will use, for example, when constructing a wheeled vehicle. The sketches are of good quality, with many pupils able to produce more formal drawings using side and front elevations. Pupils written

evaluations show care and thought. They consider the difficulties they encountered and how their designs could be improved. Teachers regularly use specialist vocabulary and give well-planned and resourced demonstrations. This has a positive impact on the standards achieved.

GEOGRAPHY

57. In the work seen, standards in geography were in line with expectations for the ages of the pupils. An improvement from the previous inspection has been the introduction of a good scheme of work that uses the local environment. The successful use of this scheme enabled pupils in Year 1 to develop satisfactory map skills by studying aerial maps of the Chislehurst area. Teaching in Year 2 has built on these map-referencing skills in their study of Europe and other countries of the world. Information technology has been successfully incorporated into the work so that pupils develop good retrieval skills by accessing maps and information from the computer. Teachers provide good opportunities for pupils to develop their literacy skills in expressing personal preferences about the areas they have visited or studied. The subject co-ordinator takes a full part in the monitoring and management of the subject, which is a major improvement since the previous inspection.

HISTORY

58. The work seen in history was in line with expectations for pupils' ages. A major improvement since the previous inspection has been the introduction of a good scheme of work and the involvement of the subject co-ordinator in the monitoring and management of the subject. History makes a useful contribution to pupils' personal development through causing them to reflect upon past events and consider changes over time in the community. Throughout the school, teachers are successful in stimulating children's sense of enquiry and empathy and this helps them to learn. Literacy referencing skills are effectively combined with information technology skills when the CD Rom and Internet are used to access additional information. This was very successful during studies of castles and the Great Fire of London. Teachers use the school accommodation effectively as a primary source of evidence.

INFORMATION TECHNOLOGY

59. Standards have risen since the time of the last inspection, and the requirements of the National Curriculum are now fully met. By the end of the key stage, standards in information technology are above those expected nationally and pupils' achievements are good. Pupils use computers with confidence and competence for a wide range of applications, including simple control and data handling. Teachers consistently plan for the use of computers to support work across the curriculum. A detailed scheme of work clearly identifies the skills to be taught, and this is having a positive impact on pupils' learning.

60. Computers are regularly used in classrooms and with particular effectiveness in literacy lessons, when groups of pupils are given the opportunity to draft out their ideas. In other lessons, pupils use computers for research, using CD-ROMs to find information for subjects such as science and history. A good example was seen in Year 2 when pupils were finding out facts about frogs to support their science work. Pupils found fascinating facts such as the most poisonous frog and how a tree frog can climb. They were eager to share these with their teacher and other pupils. Pupils use graphics programs throughout the school and produce pictures using a wide variety of techniques such as reversing images to produce symmetrical pictures and patterns. Older pupils know how to print and save their work and higher attaining pupils change the font and size, and edit text using a spell check. The school is linked to the Internet and pupils are given the opportunity to send and receive e-mails.

61. Pupils' attitudes towards information technology are very positive. They enjoy using computers and work co-operatively. They follow instructions well and use equipment with care and respect. Teachers organise and manage the use of computers effectively and have good knowledge of the software available. The quality and quantity of computers is very good and will be further improved with the scheduled installation of a computer suite and improved access to the Internet throughout the school.

MUSIC

62. The standard of singing is above that normally heard from pupils of the same ages. Pupils sing familiar songs with enthusiasm. They maintain good pitch and rhythm, and get louder or softer according to the meaning of the words. They are less good at holding notes for the correct length. In assemblies,

pupils were helped to do well by the firm accompaniment on piano or guitar and by being encouraged to maintain a good posture. Pupils enthusiastically join in the actions during the school song. In a lesson, Year 1 pupils clapped and played percussive instruments in time. One pupil suggested that the instruments should play at different times in order to vary the musical texture. This was a good idea that stemmed from the concentration throughout the school this term on this specific aspect of music. Pupils listen to a range of music from different times and traditions, and this extends their cultural awareness. The whole school takes part in musical shows that are composed by the deputy headteacher, who has considerable expertise. These are much appreciated by parents and friends, while pupils gain in confidence through performing to large audiences. The recorder club gives pupils good opportunities to learn to play a melodic instrument and read standard notation.

PHYSICAL EDUCATION

63. In the work seen, standards were in line with expectations for the ages of the pupils. Some activities have been limited by the inadequacy of the old hall, and the new hall is an important improvement. Teachers make good use of the school field when weather permits. Lessons are planned very effectively, with clear objectives for what pupils should have learned by the end and good use of resources. In one lesson, pupils practised passing a ball and played small-team games. They made particularly good progress when the teacher gave them very precise evaluations of their performance and suggestions on how to improve. Pupils worked well together and helped each other to develop their skills. After the initial explanations to the whole class, some pupils were slow to start and waited until the teacher gave them further guidance, after which they concentrated well. The school takes part in an annual sports day for small schools, which is a good way to involve pupils in a wide range of activities with expert coaches. The staff has received useful training and acquired some resources of good quality. Extra-curricular activities are well attended. The play equipment given pupils at lunch times contributes to their physical development.

RELIGIOUS EDUCATION

64. Work seen during the inspection was in line with the expectations of the Local Agreed Syllabus. Teachers use the scheme of work to plan lessons, and this ensures an appropriate breadth in the curriculum. A lot of work is through discussion, but pupils record an appropriate amount of their work, and there are good links with other subjects. When pupils learned about Shabbat, for example, they made head covers, which improved their design and technology skills at the same time as reminding them of a religious custom.

65. The quality of teaching is satisfactory. Teachers make good use of pupils' speaking and listening skills. In one lesson, pupils discussed the similarities and differences between particular religious festivals. In another lesson, they listened to and then retold the bible story of David and Goliath, which some pupils found time consuming. While the lower-attaining pupils would have benefited from a simpler form of recording, most achieved their aim. In one topic, Year 2 pupils interviewed 'special people' in the school and this contributed positively to their personal development. Teachers show awareness of pupils' different religious and cultural backgrounds and sometimes ask parents for support. One family generously loaned a range of artefacts to help pupils learn about the festival of Diwali.