
INSPECTION REPORT

Southwark Park Primary School

London

LEA area: Southwark

Unique Reference Number: 100812

Headteacher: Miss K Knopp

Reporting Inspector: Mr Graham R Sims

Inspector Number: 28899

Dates of Inspection: 20th – 23rd September 1999

Under OFSTED contract number: 181547

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary with Nursery
Type of control:	County
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	383 Southwark Park Road LONDON SE16 2JH
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr W Musgrave
Date of the previous inspection:	June 1995

INFORMATION ABOUT THE INSPECTION TEAM

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Mr G R Sims Registered Inspector	Mathematics Information technology	Attainment and progress Teaching Leadership and management
Mrs J Chesterfield Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community The efficiency of the school
Mr C Furniss	English Design and technology Music Equal opportunities	The curriculum and assessment
Mrs H Rask	Areas of learning for children under five Art Geography History Special educational needs	
Mr J Sangster	Science Religious education Physical education	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1 – 3
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 4 – 15
- Attitudes, behaviour and personal development 16 – 23
- Attendance 24 – 25

Quality of education provided

- Teaching 26 – 37
- The curriculum and assessment 38 – 45
- Pupils' spiritual, moral, social and cultural development 46 – 51
- Support, guidance and pupils' welfare 52 – 59
- Partnership with parents and the community 60 – 65

The management and efficiency of the school

- Leadership and management 66 – 72
- Staffing, accommodation and learning resources 73 – 78
- The efficiency of the school 79 – 84

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 85 – 96

English, mathematics, science, information technology and religious education

- English 97 – 106
- Mathematics 107 – 115
- Science 116 – 123
- Information technology 124 – 130
- Religious education 131 – 136

Other subjects or courses

- Art 137 – 140
- Design and technology 141 – 149
- Geography 150 – 154
- History 155 – 160
- Music 161 – 167
- Physical education 168 – 174

PART C: INSPECTION DATA

Summary of inspection evidence 175 – 178

Data and indicators

MAIN FINDINGS

What the school does well

- Very good leadership has helped to introduce many improvements to the school since the last inspection. As a result, the pupils are making good progress throughout the school.
- The pupils' attitudes and behaviour are good, as are their relationships with each other and with adults. They enjoy taking on responsibilities, which make a valuable contribution to the life of the school.
- The overall quality of the teaching is good, and for children under five it is very good. The staff provide a caring and supportive environment for the pupils.
- Parents are kept well informed about what is happening and reports to parents on their children's progress are of a consistently high standard.
- There are very good links with the local community. The school makes particularly good use of the local area; visits to places of interest and a wide variety of visitors enliven the curriculum.
- The level of staffing, particularly support staff, is very good. The school is well resourced and has made particularly good improvements to the provision for information technology.
- The school is efficiently managed and provides good value for money.

Where the school has weaknesses

- The school does not give sufficient attention to the development of writing skills.
- The pupils' work is not always well presented and the teachers' marking does not always provide sufficient guidance to help the pupils to improve.
- Some lessons lack pace and challenge, particularly for the more able pupils.
- Noise levels are too high in some lessons, at lunch-times and in some assemblies.
- Some lessons are too long, which causes some pupils to lose concentration.

The school is providing a good quality of education and has many more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made very good improvement since the last inspection. Positive aspects noted in the previous inspection have been maintained. A wide-ranging review of the curriculum has led to substantial improvements in subjects like religious education, geography, history, design and technology and information technology. A significant amount of training for subject coordinators and staff has helped to improve the quality of teaching and raise standards. The library is used much more frequently. There have been substantial improvements within information technology and standards have risen considerably. There are better procedures for assessment, which make staff more aware of where emphasis needs to be placed in their teaching. Attendance and punctuality have improved since the introduction of a new policy. Work has been undertaken to improve standards of writing and presentation, but the measures introduced have not yet gone far enough to overcome these weaknesses. The positive ethos and commitment to improvement which has been established, and the willingness to look critically at what happens in the school, indicate that the school still has a very good capacity for further improvement.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests.

Performance in:	Compared with all schools	compared with similar schools	Key	
English	C	B	<i>well above average</i>	A
			<i>above average</i>	B

Mathematics	B	A	<i>average</i>	<i>C</i>
Science	B	A	<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>

The results of the 1998 National Curriculum assessments at the end of Key Stage 2 show, for example, that pupils' results are above the national average in mathematics and science and well above the average for similar schools. In English, they are similar to the national average, but above average for similar schools. Results in 1999 were not quite as high, but the slight decline is accounted for by a higher percentage of pupils with special educational needs than in previous years. Inspection findings indicate that pupils' attainment is similar to the national average in English, mathematics and science. The overall trend in all subjects is one of improvement. Children enter the school with below average levels of attainment and make good progress overall throughout the school.

Pupils achieve the national expectations in information technology by the end of Key Stage 2 and fulfil the expectations of the local Agreed Syllabus in religious education. They make good progress in art and music, and make satisfactory progress in design and technology, history, geography and physical education.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Very good	Good	Satisfactory
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Good	Good
Other subjects	Very good	Satisfactory	Satisfactory

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

The teaching is at least satisfactory in 96 per cent of lessons. In 17 per cent it is very good and in 37 per cent it is good. It is less than satisfactory in 4 per cent. There has been a significant improvement in the quality of the teaching since the last inspection.

The teachers' planning has improved, and good attention is paid to the professional development of the staff. The least successful lessons are characterised by a lack of pace and challenge and occasional difficulty in maintaining good classroom discipline.

Other aspects of the school

Aspect	Comment
Behaviour	Good. Most pupils behave well in class. Behaviour around the school is good and pupils show respect for their surroundings. Noise levels are too high at lunchtimes and in some lessons.
Attendance	Satisfactory. Much improved since the last inspection, although still below the national average. Unauthorised absence is higher than average. A few pupils arrive late in the morning.
Ethos*	Very good. The pupils have positive attitudes to their work. Relationships between staff and pupils, and pupils and their peers are good. The school is working hard to raise academic achievement.
Leadership and management	Very good. The headteacher provides quiet, but firm leadership and delegates responsibility well. The headteacher, governors and staff with management responsibilities have been responsible for making many improvements. Very good attention is paid to development planning.
Curriculum	Good. It is broad and balanced. There is appropriate emphasis on developing literacy and numeracy, although sometimes too much time is allocated to this. Curricular planning has improved, as have assessment procedures. There is a very good range of extra-curricular activities and the curriculum is enriched by many visits and a wide range of visitors. Subject curriculum weeks provide a good focus for individual subjects.
Pupils with special educational needs	Good. Pupils with special educational needs are well supported. The large number of support staff contributes significantly to their progress. Parents are kept well informed. Good training is provided for staff, and procedures for these pupils are well-managed by the special needs coordinator.
Spiritual, moral, social and cultural development	Good overall. Spiritual development is satisfactory. The programme for personal and social education, residential visits and involvement in the community contribute to the very good provision for social development. Teachers provide good role models. School productions and music make an important contribution to their cultural development.
Staffing, resources and accommodation	Very good. There is a low pupil-teacher ratio and a very good number of well-trained support staff. Good in-service training arrangements help to improve the quality of teaching. Although old, the school has good accommodation. The school is well resourced, particularly in information technology.
Value for money	Financial planning is good and the school is efficiently managed. The school provides good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • The caring ethos and good atmosphere within the school. • They feel the school has a good reputation for good behaviour. • The school keeps them well informed about forthcoming events and their children's progress. • Staff are approachable, accessible and caring. Any complaints or concerns are always heard. • The teachers are keen and committed. • Parents are encouraged to play an active part in the life of the school • Their children enjoy coming to school 	<ul style="list-style-type: none"> • The school provides insufficient information on arrangements for transfer to secondary school. • Meetings are held at times which are inconvenient for working parents. • Special needs are not spotted soon enough. • Children receive insufficient homework. • They are concerned that pupils from different year groups are taught together in the same class.

Inspectors' judgements endorse the parents' positive views. Whilst understanding that the school's arrangements cannot always suit the circumstances of every individual, inspectors felt the concerns expressed were not applicable to most parents. The school provides a meeting for parents of pupils in Year 6 early in the year to provide guidance on applying for a place in secondary school, and advice is freely available from the headteacher and the school office. The school has experimented with different times for meetings and endeavours to choose times which suit the majority of parents. The school has appropriate procedures for identifying special needs at an early stage. The school has implemented a new policy on the setting of homework. The time allocation for homework for each year group is appropriate. The school pays due regard to the differing needs of pupils in mixed-age classes.

KEY ISSUES FOR ACTION

In order to raise standards of attainment, the governing body, headteacher and staff should give priority within their development plan to the following areas:

- Improving pupils' writing skills by:
 - employing a wider range of strategies for developing writing;
 - providing more opportunities for pupils to undertake written tasks within the context of other subjects. *[paragraphs 7, 29, 31, 101, 105]*
- Improving the quality and consistency of the teaching, by ensuring that:
 - lessons are conducted at a brisk pace *[paragraphs 33, 104, 114, 129, 169, 172];*
 - work is always matched appropriately to the differing needs of the pupils *[paragraphs 40, 122, 129];*
 - more able pupils are sufficiently challenged and not just given more work to accomplish *[paragraphs 29, 30, 40, 53, 90, 104, 110, 114, 129].*
- Ensuring that pupils have a clearer understanding of how their work can be improved by:
 - providing more rigorous marking of pupils' written work;
 - giving clear indication of good features and where improvements can be made;
 - ensuring that due attention is given to improving literacy and numeracy skills when used within the context of other subjects;
 - ensuring that pupils review their work in the light of teachers' comments. *[paragraphs 7, 35, 105, 112, 114]*
- Reducing noise levels where appropriate by ensuring that:
 - all staff establish a calm working environment to aid concentration and reduce distraction caused by unnecessary noise;
 - there is a greater sense of occasion and a more reflective atmosphere in assemblies;
 - lunch-times are more peaceable occasions. *[paragraphs 32, 103, 104, 113, 114, 129, 139, 165, 170]*
- Reviewing the balance of time allocated to individual subjects and the way in which the timetable is structured *[paragraphs 31, 38, 153, 160].*
- Paying greater attention to the way pupils present their work *[paragraphs 35, 120, 121].*

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in the main body of the report as follows: dress for physical education *[paragraphs 29, 173];* opportunities for reflection *[paragraph 48];* role-play area in reception *[paragraph 96];* problems expressed as words in mathematics *[paragraph 111];* assessment in information technology *[paragraph 129].*

INTRODUCTION

Characteristics of the school

1. Southwark Park Primary School is situated in Bermondsey, in the London borough of Southwark. There are currently 305 pupils on roll, between the ages of 3 and 11. This is larger than most primary schools. The school roll has increased since the last inspection, which took place in June 1995. Pupils of compulsory school age are taught in ten mixed-ability classes, three of which contain pupils from different age groups. At the time of the inspection, there were 34 children in the nursery; of these, half attend full-time and the other half had only been in the school for one or two weeks due to staggered intake arrangements. In the reception class, there were 17 children under the age of five, all of whom reach the age of five by the end of February. The school has two intakes of children into the reception classes. The second intake of children, born in March to August, enters in January. Admissions to the nursery take place from the age of three, depending on both family circumstances and the availability of places. A clearly outlined admissions policy document follows the Southwark Education Authority's admissions policy. Most pupils have attended the school's nursery or had pre-school experience before they start compulsory education. The attainment of children on entry to the school is generally below average.
2. Ninety per cent of the pupils are of a white ethnic background. Just over four per cent come from homes where English is not the main spoken language. The socio-economic background of the pupils is generally below average. Many of the pupils live in council-owned property and the level of unemployment in the area is high. One-third of the pupils are known to be eligible for free school meals, and this figure is above the national average. Almost a quarter of the pupils have been identified by the school as having special educational needs, and this figure is above the national average. Seven pupils have a statement of special educational need. Since the last inspection, a new storage room has been built, one room has been converted into a computer suite, and new outdoor play facilities have been installed. Over half of the teachers have joined the school since the last inspection.
3. The school aims to create a happy, caring atmosphere in which children can learn, develop and reach their full potential. As pupils progress through school, the staff seek to foster a greater degree of independence in their learning so that the pupils develop individual interests, attitudes and skills which will serve them both in school and later life. A vital ingredient in their learning is the development of respect for each other and for the adults with whom they come into contact on a daily basis. The governors' financial priorities are to maintain a favourable pupil-teacher ratio and provide good teaching support through the employment of classroom assistants. The school's targets are for 70% of the pupils to achieve level 4 or above in English and 75% in mathematics by the year 2000. The school's development plan for the next year identifies the following priorities: the introduction of the Numeracy Strategy; improving the standard of writing; history; developing a teaching and learning policy; the marking of pupils' work; reviewing first aid and child protection procedures.

Key indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:

Year	Boys	Girls	Total
1998	20	23	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	17	18
	Girls	20	20	20
	Total	36	37	38
Percentage at NC Level 2 or above	School	84	86	88
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16	17	16
	Girls	18	19	18
	Total	34	36	34
Percentage at NC Level 2 or above	School	79	84	79
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:

Year	Boys	Girls	Total
1998	17	22	39

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	13	15
	Girls	16	17	19
	Total	26	30	34
Percentage at NC Level 4 or above	School	67	77	87
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	11	13
	Girls	18	17	15
	Total	26	28	28
Percentage at NC Level 4 or above	School	67	72	72
	National	65	65	72

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year (1997/98):

		%
Authorised	School	5.1
Absence	National comparative data	5.7
Unauthorised	School	2.4
absence	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

		Number
Fixed period		0
Permanent		0

Quality of teaching

Percentage of teaching observed which is:

		%
Very good or better		17
Satisfactory or better		96
Less than satisfactory		4

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

4. In the 1998 National Curriculum tests at the end of Key Stage 1, the pupils' results in reading and mathematics were close to the national average, but above the average for schools whose pupils come from similar backgrounds. Their results in writing were above the national average, and well above the average for similar schools. The 1999 results were slightly lower in reading and writing, but very similar in mathematics. Since the last inspection, standards have been maintained in reading and mathematics, but have improved in writing. The average grades achieved over the last four years are close to the national average. Given the below average levels of attainment when pupils enter the school, this represents good progress overall. Inspection findings confirm that pupils' attainment in reading, writing and mathematics is similar to the national average by the end of Key Stage 1.
5. The school's results in the 1998 National Curriculum tests at the end of Key Stage 2 were close to the national average in English, but above the average for similar schools. In mathematics and science, they were above the national average and well above the average for similar schools. The 1999 results were lower in all three subjects, but this drop was accounted for by a higher percentage of pupils with special educational needs than in previous years. Standards are now significantly higher in all three subjects than at the time of the last inspection. The trend over the last four years has been one of improvement, indicating good overall progress. Inspection findings confirm that the 1999 results reflect a true picture of the pupils' attainments by the end of Key Stage 2, and that standards are very close to the national average in English, mathematics and science. The school is achieving the targets it has set in English and mathematics.
6. Most children enter the nursery with limited experiences of numeracy and literacy. Children make good progress in both the nursery and the reception classes. By the age of five, most children achieve the Desirable Learning Outcomes¹ for personal and social development. They show independence, take turns and are cooperative and helpful. The school's assessments and the inspection findings show that most children do not achieve all of the Desirable Learning Outcomes in mathematics, language and literacy by the age of five. The children are starting to identify individual letters by shape and sounds and to develop early writing skills. They are beginning to develop confidence in the use of numbers up to ten.
7. The pupils make good progress in English at Key Stage 1 and satisfactory progress at Key Stage 2. Through its more structured approach, the implementation of the National Literacy Strategy is helping to improve standards. By the end of Key Stage 1, the pupils listen well and are willing to express their thoughts and opinions. Their attainment in reading is average. They have a sound sight vocabulary and they explain how they work out how to say new words. Their writing skills are less well developed, but are generally satisfactory. By the end of Key Stage 2, the pupils show sound speaking and listening skills, and a number of pupils are working above the nationally expected level. They take part sensibly in discussions. They read fluently and with understanding and have good book research skills. Although the pupils show sound technical skills in writing, these are not always evident in their written work, much of which is rather bland. Their spelling is often erratic. The pupils do not have enough chance to develop their writing skills within the context of other subjects, and the marking of pupils' work gives them insufficient guidance as to how to improve.
8. The pupils make good progress throughout the school in developing their mathematical skills. The pupils move from below average levels of attainment at the age of five, to attainment which is in line with national expectations at the end of Key Stage 1. The pupils develop sound number concepts through well-paced mental maths sessions, although the more able pupils are not always sufficiently challenged. By the end of Key Stage 2, the pupils have good computational skills and well-established concepts of addition and subtraction. However, they find it difficult to deal with problems which are expressed in words. Standards in mathematics have improved significantly since the last inspection.
9. The pupils make satisfactory progress in science at Key Stage 1 and good progress at Key Stage 2. By the end of Key Stage 1, the pupils have a sound understanding of all aspects of the programmes of study of the National

¹ The nationally agreed goals for learning for children by the time they enter compulsory schooling at the age of five. The skills, knowledge and understanding which are deemed to provide a suitable foundation for young children are described in the Government's guidance document "Desirable Learning Outcomes for Pupils entering Compulsory Education".

Curriculum, and standards have improved over the last year. By the end of Key Stage 2, the pupils have developed good skills in investigation.

10. The provision for information technology has improved considerably since the last inspection, and there has been a significant improvement in the standards of attainment. Throughout the school, the pupils are confident users of information and communications technologies, and use computers to assist their learning in other subjects. Good emphasis is placed on the teaching of specific skills. By the end of Key Stage 1, the pupils show sound ability in communicating information and handling data using a variety of programs. By the end of Key Stage 2, the pupils use a wide range of computer programs, and achieve the national expectations for eleven-year-olds. They have made good progress in catching up with work which was not being adequately taught at the time of the last inspection.
11. The pupils' attainment in religious education meets the expectations of the local Agreed Syllabus at the end of both key stages. This is a great improvement on the last inspection when there was not full coverage of the prescribed curriculum and statutory requirements for teaching religious education were not met. By the end of Key Stage 1, the pupils understand the concept of sharing and associate it with the Christian harvest festival. By the end of Key Stage 2, the pupils have developed an understanding of a range of religious traditions and express opinions about the significance of religious beliefs.
12. The pupils reach good standards of attainment in art throughout the school, and make good progress in both investigating and making, and in their knowledge and understanding of art. Their progress in design and technology is satisfactory, and they attain standards appropriate for their age. Planning for design and technology has improved, and the pupils make effective use of a range of techniques.
13. The pupils make satisfactory progress and achieve appropriate standards in geography and history at both key stages. At Key Stage 1, they develop simple map-work skills, and basic geographical knowledge and understanding. In history, they gain an understanding of differences between past and present by examining changes in the school buildings. Year 6 pupils demonstrate satisfactory knowledge and understanding of environmental issues. In history, they show empathy with the thoughts and feelings of children evacuated during the Blitz.
14. The pupils receive a more balanced curriculum in both music and physical education than at the time of the last inspection. They make good progress in music, showing a good awareness of musical vocabulary and performing well. Extra-curricular musical activities make an important contribution to pupils' attainment in this subject. The pupils achieve standards which are appropriate for their age in physical education. Virtually all pupils achieve the nationally expected standard of swimming 25 metres using different strokes by the end of Key Stage 2.
15. Pupils with special educational needs make good progress throughout the school due to the early identification of particular learning needs, the regular monitoring of progress, the regular assessment of attainment, and the consistent support provided by additional support staff. Procedures are in place to ensure that pupils can move between the different stages of the special educational needs register or be removed from this. Parents comment on the positive support provided for their children and the good progress which they are making.

Attitudes, behaviour and personal development

16. The school has maintained its high standards in this area since the time of the last inspection. Most pupils respond well in lessons and behave well around the school.
17. In both Key Stage 1 and Key Stage 2, most pupils have good attitudes to learning, and this has a positive effect on their attainment and progress. They are interested in their work, listen eagerly to their teachers and are keen to answer questions and express their ideas. Most settle quickly to their tasks and apply themselves with determination, persevering with the work until it is complete. They discuss their tasks animatedly with one another and take a pride in what they have accomplished. They usually concentrate well for long periods of time, although sometimes a few become distracted and over-noisy. When pupils are given the opportunity, they are capable of using their initiative in researching information for themselves.
18. The personal and social development of the children in the nursery and reception classes is very good. They are secure and confident in their surroundings, and relate well to adults and to one another. Older children are happy to help children who have just started school to become accustomed to the daily routines. The children enjoy their activities and show good levels of independence in choosing what to do and how to do it.
19. When children join the nursery, they adapt rapidly to the routines of the class in the calm, well-planned environment. They respond well to the high expectations of good behaviour and learn to share and cooperate in

their play together. Relationships are very good and staff support, nurture and encourage the children in their care. The transfer to the reception class is smooth, since equally high expectations of good behaviour exist, and here again, the relationships are very good between staff and children. Independence is encouraged and children are offered constant praise and encouragement.

20. The behaviour of pupils throughout the school is good. Most pupils behave well in class, so that teachers waste little time in establishing order. Occasionally, though, a few pupils lack the self-control to behave sensibly, and this affects the learning of the whole class. Behaviour around the school is good, particularly in the playground where the pupils play safely and considerately, and share the excellent range of outdoor equipment well. The pupils show a great deal of respect for their surroundings and for the property of others. They are aware of the difference between right and wrong, and of the school's high expectations of them, and they try to live up to these. In the corridors, on the stairs and in the dining hall, most pupils display good manners and social skills, though sometimes noise levels are too high at lunchtimes. There have been no exclusions at the school for many years.
21. Relationships in the school are good. Most pupils are respectful towards adults and get on well with one another. They cooperate well with each other in class and collaborate on tasks when required without fuss. Throughout the school, the pupils are willing to hear the views of others, and are pleased to celebrate their achievements. In circle time, for example, Year 1 and Year 2 pupils listened attentively to others talking about their feelings, and had no fear of expressing their own thoughts. The pupils respond well to the school's ethos of supporting one another, and are happy to help others. Year 5 pupils, for example, were positive and encouraging towards pupils in Year 2 when they worked together on paired reading, and the younger pupils appreciated this. Racial harmony in the school is good, and pupils from ethnic minorities are well integrated into the school community.
22. The pupils react well to the many good opportunities they are given to take responsibility and make a contribution to the life of the school community. Older pupils act as monitors in class and around the school, run the tuck-shop and help with younger pupils. Lower down the school, pupils act as helpers in class, for example taking registers to the office. They take these duties seriously, and carry them out with enthusiasm.
23. Pupils with special educational needs take part fully in the life of the school; for example, they attend out-of-school clubs and participate in school visits. The very good staff-pupil ratio supports both the behaviour and the personal development of pupils with special educational needs. Individual education plans promote personal development and independence, and set realistic achievable targets for pupils.

Attendance

24. Since the last inspection, the school has worked hard with parents to improve levels of attendance, and has been successful in achieving a steady increase each year. Attendance is now satisfactory. It is broadly in line with the national average. Most absence is caused by illness, and absence for unacceptable reasons has decreased sharply, although it is still higher than the national average.
25. Punctuality is also now satisfactory. The pupils are keen to be at school, and most arrive promptly each day, so that lessons can begin on time. A small minority of parents, however, do not ensure that their children arrive at school punctually, and this can cause delay and disruption to the beginning of lessons. Overall, though, the satisfactory standards of attendance and punctuality have a positive impact on the pupils' attainment and progress.

QUALITY OF EDUCATION PROVIDED

Teaching

26. The quality of the teaching is good at Key Stages 1 and 2 and very good for children under five. Over half of the teaching is good or better, and only a small percentage of lessons is unsatisfactory. During the inspection, 17 per cent of the lessons observed were very good, 37 per cent were good and 42 per cent were satisfactory. Four per cent were unsatisfactory. The quality has improved significantly since the last inspection, when a quarter of the lessons were unsatisfactory. The teachers have widened their range of teaching styles and improved the quality of their planning. The teaching of mathematics, science, information technology, religious education, art and music is good, and there are strengths in the teaching of other subjects. There are no subjects in which the teaching is weak.
27. The teaching of children under five is very good overall. A purposeful, well-planned learning environment offers a range of stimulating and interesting activities which are well designed for the needs of the children in

both nursery and reception classes. Good use of praise encourages children to concentrate and persevere with a task. The very good management of behaviour supports children's learning in a most positive way. Teachers use their regular assessments to inform their daily planning and keep careful records of children's progress towards the Desirable Learning Outcomes; this has been an area of improvement since the previous inspection.

28. The teachers have a good knowledge and understanding of the subjects of the National Curriculum and religious education. This is demonstrated through good questioning skills, the way work is related to the pupils' own experience, and the ability to answer pupils' questions clearly. In a good mathematics lesson, for example, the teacher explained different strategies to help pupils to add numbers together. In a physical education lesson, skills were demonstrated by the teacher and appropriate emphasis was given to aspects of health and safety. The teachers are well prepared for their lessons and show a good degree of confidence and competence. The way teachers plan the term's work together in groups of three makes effective use of their personal strengths and expertise and helps the professional development of all.
29. Although generally high, the teachers' expectations vary considerably. In English, the teachers' expectations are higher at Key Stage 1 than at Key Stage 2, where insufficient attention is given to the development of writing skills. In mathematics, the reverse is the case. Mental work for the older pupils is generally more demanding than for the younger pupils. In some classes at both key stages, insufficient challenge is offered to higher-attaining pupils. There is some inconsistency in the standards of dress expected for physical education, both for pupils and for teachers.
30. The teachers' written planning is good. The teachers work closely together to ensure that pupils in parallel year groups receive similar opportunities. Activities are well prepared. Lessons have clear learning objectives which, in most classes, are shared with the pupils at the start of the lesson. In most lessons, tasks are suitably matched to the needs of the pupils, and good account is taken of lower-attaining pupils. The needs of higher-attaining pupils are not always given the same degree of attention. In some classes, they are given more of the same work, rather than being given different work to extend their understanding. The school has made good use of the National Literacy and Numeracy Strategies to improve planning in English and mathematics. The planning for information technology has improved considerably since the last inspection, and teachers endeavour to teach new skills by undertaking work which contributes to learning in other subjects.
31. The teachers use a satisfactory variety of teaching methods and styles, and generally strike an appropriate balance between whole-class teaching, group-work and individual tasks. In some lessons, the time devoted to pupils working on tasks on their own or in groups is too long and, by the end of the session, pupils are struggling to maintain their concentration. In some lessons at Key Stage 1, too many activities are planned, and this detracts from the main objectives of the lesson. Effective questions which help the pupils to think are features of many of the good lessons. In a very good mathematics lesson, for example, questions were used skilfully to guide pupils when explaining their method of solving a problem. Lessons in which a sense of enjoyment or intense curiosity are evoked help pupils to make good progress. In a history lesson, for example, a teacher set the scene with dramatic impact whilst trying to explore pupils' perceptions of what it would have been like to open the tomb of Tutankhamen. Good use is made of visits and subject-focused curriculum weeks to stimulate the pupils' interest. The teachers provide insufficient opportunities to extend pupils' writing skills through work undertaken in other subjects.
32. The teachers' classroom management skills are good at Key Stage 1. They have established clear expectations for behaviour, to which the pupils respond well. Lessons are orderly, and the teachers establish a positive and supportive climate which makes it easy for pupils to participate and learn. Minor incidents are solved quickly and effectively. At Key Stage 2, the teachers' management skills are generally satisfactory, although a number of teachers tolerate too much unnecessary noise during lessons. Raising the voice level, a tendency to talk over the pupils and unnecessary repetition of questions and instructions all result in the pupils losing concentration and hinder their progress. Nevertheless, all teachers have caring and friendly relationships with the pupils, underpinned by mutual respect, which ensures that the climate for learning is at least sound in all classes, and in many is good.
33. A distinguishing feature between the lessons which are only satisfactory and those which are good is the pace at which the lesson is conducted. In a number of lessons, the teachers wait too long for pupils to answer questions, or let the slowest pupils dictate the pace of the lesson which detracts from the progress of the majority. In some lessons, the pupils are allowed too much time in which to complete their tasks. In contrast, many lessons are conducted at a brisk pace, pupils are given clear indications as to how long they have in which to complete their work, and they are kept productively engaged throughout the lesson.
34. Resources are used well. They are carefully prepared in advance and help to achieve the objectives of the lesson. A wide variety of resources, such as number cards, number lines, playing cards and other apparatus, is used effectively to teach and reinforce number skills in mathematics. Local resources, such as Southwark Park,

and visits to places like the Globe Theatre, enhance learning in science and history. Computers are used well to support learning in most subjects. Assistants are well briefed, and contribute significantly to the progress of the groups they are assigned to help. Occasionally, the resource provided proves to be more of a distraction than a help. Overhead transparencies are used well by some teachers, but occasionally they are not sufficiently clear.

35. The quality of the teachers' day-to-day assessment is satisfactory overall. Within lessons, they use questions well in order to assess pupils' understanding. At the end of nearly all lessons, there is effective discussion and recapitulation which reinforces the objectives of the lesson. A good innovation is the practice of getting pupils to assess how much they have learnt during the lesson and whether they need more help to understand the objectives of the lesson. During the inspection, good examples were observed of teachers altering their planning to deal with problems encountered in a previous lesson. In contrast, the way in which most pupils' books are marked is unsatisfactory. Some marking is done alongside the pupil. When this happens, verbal guidance is given, new targets are set and the pupils are involved in evaluating their own work. However, much of the marking of pupils' work is cursory. The pupils are not given a clear indication as to how they might improve their work and comments, when made, are rarely helpful. There is little evidence of pupils returning to the corrected work in order to make improvements, or learn from their mistakes. The headteacher has recently conducted an audit of marking throughout the school, and has identified this as an area for further development. The teachers also give insufficient attention to the way pupils present their work.
36. Some parental concern was expressed about the lack of homework and the inconsistency with which it is set. Since these concerns were expressed, the school has produced a new policy on homework, and practice in the current school year now reflects this. The policy is clear, acknowledges the use and value of homework, and sets appropriate time allocations for homework for each year group. Homework set during the week of the inspection was appropriate to the pupils' needs and reinforced the learning which was taking place in class.
37. All staff in the school are well informed about the code of practice for pupils with special educational needs. Individual education plans are both well maintained and regularly updated by class teachers in consultation with the special needs coordinator. Good systems ensure that pupils whose progress is giving cause for concern are identified quickly, observed closely and provided with appropriate learning support through individual education plans. The special educational needs policy provides clear information to staff on all procedures and the deployment of support staff. Teachers' planning takes account of the specific learning targets of pupils with special needs and differentiated tasks are set when required. Some pupils are withdrawn for specialist reading sessions and the use of the 'beat dyslexia' programme. In these sessions, good, intensive, targeted teaching takes place. With the introduction of the literacy and numeracy hours, greater account is now being taken of inclusion within the classroom setting for pupils with special educational needs. The majority of staff have undertaken in-service training linked to this. The majority of the special support assistants have also undertaken training in behaviour management and this has had a positive impact on pupils' learning.

The curriculum and assessment

38. The school offers a well-developed curriculum, which is broad and balanced. It covers all the necessary Desirable Learning Outcomes for children under five and all the relevant subjects of the National Curriculum and religious education at Key Stages 1 and 2. The time spent on individual subjects is generally appropriate, though some of the literacy and mathematics lessons are unnecessarily long and the chosen method of teaching some foundation subjects, such as history and geography, in blocks of time, leads to some uneven coverage and lack of smooth progression. The school has successfully introduced the National Literacy and the National Numeracy Strategies and these are proving effective in raising overall standards of literacy and numeracy and consolidating National Curriculum test results.
39. The curriculum for children in the nursery and reception classes continues to offer broad and balanced provision. Attention has been paid to the development of information technology. Children have regular opportunities to develop their skills, knowledge and understanding in this area. In addition, the reception children have regular use of the very well resourced computer suite.
40. The curriculum effectively supports the pupils' intellectual, physical and personal development. Equality of opportunity and access to the whole curriculum for all pupils is actively and successfully promoted through the school's policies and a positive approach from all staff. Pupils with special educational needs are offered good support through individual education plans where appropriate and by a high level of support from teachers and support assistants. Planning seeks to ensure that pupils with higher ability are suitably challenged, by including suitably targeted work at different levels. In practice, this is not always achieved successfully and there are still occasions where more able pupils are not making sufficient progress because the work is not extending them. The school makes satisfactory provision for sex and health education.

41. No pupils are disapplied from the National Curriculum. Pupils with special educational needs have access to the full curriculum and also have equal opportunities to take part in the full range of out of school clubs, visits and activities. From the nursery onwards, there are good procedures to identify and assess pupils with special educational needs. Individual education plans are regularly reviewed and updated and mainly focus on small, motivating, achievable, realistic targets. All staff maintain copies of individual education plans within their class planning files and progress is regularly discussed with the special needs coordinator.
42. The school has addressed all of the curricular planning issues raised in the last inspection through the successful implementation of an action plan. There is now an effective curriculum plan which helps to ensure that pupils' knowledge and skills are developed systematically and progressively as they move through the school. The breadth and balance is much better, and in areas where there has been a particular focus for development, such as English, mathematics, information technology and religious education, it is good. Schemes of work have been developed in all subjects and these are reviewed regularly. Satisfactory monitoring and evaluation of planning is done through coordinators and planning teams, with a senior member of staff involved on each of the teams. The number of pupils makes it necessary to have some mixed-age classes and a two-year rolling plan ensures that pupils do not repeat work done the previous year.
43. There is a very good range of extra-curricular activities, including art, drama, information technology, music, sports and homework. Pupils take part in a range of school productions, including Easter and Christmas services. The Year 6 productions, for example, the musical 'Frankenstein,' are of a high quality and do much for the pupils' personal development. Focus weeks, for example on history or science, residential visits and a comprehensive programme of visits and visitors enhance the curriculum. The school is one of a few which have been invited to take part in a millennium project, which will include art, music, drama and dance. The 'Let's Make Tudor Music' project currently being developed across several boroughs will incorporate music, history and English. Two teachers run a well-supported weekly sports club, which offers pupils the opportunity to acquire new skills in hockey, football, basketball and cricket. The school participates in various sporting competitions and plays friendly fixtures against other schools.
44. Assessment procedures are effective. As well as the ongoing assessments made by teachers, pupils' performance in various tests, such as the baseline tests on entry, the Key Stage 1 and Key Stage 2 attainment tests, reading tests and optional attainment tests, is monitored and mapped to ensure progression. Classes are taught in mixed-ability groups, except in mathematics at the upper end of Key Stage 2, where pupils are grouped by ability for part of the year. This arrangement enables teachers to target work more effectively to the pupils' needs.
45. The procedures for assessing pupils' attainment when they enter the school are good and are well organised. Records of achievement are well maintained, especially in the nursery class. Assessment information is used effectively when drawing up half-termly plans. There are good procedures for identifying pupils with special educational needs in the early years. Assessment is used to inform daily planning and this is an area of improvement since the last inspection.

Pupils' spiritual, moral, social and cultural development

46. Provision for the spiritual, moral, social and cultural development of pupils in Key Stages 1 and 2 is good. The school has maintained the good provision reported at the last inspection and improved the provision for religious education to ensure that it is taught to all classes in accordance with the local Agreed Syllabus.
47. The overall provision for the spiritual, moral, social and cultural development of children under five is very good and helps them to develop very good personal and social skills. The children are encouraged to share resources together and show sensitivity towards one another. The high expectations of good behaviour by the staff support the moral and social development of the children. Children are taught the differences between right and wrong behaviour and they are encouraged to show respect for one another, for example when listening to stories about special events at home from a range of cultural traditions.
48. Provision for the pupils' spiritual development is satisfactory. Religious education provides pupils with good opportunities to reflect on a range of religious beliefs and this aspect of the subject is developed well. Pupils also have opportunities to reflect on values and perceptions in history, but the opportunities for reflection in other areas of the curriculum are limited. Collective worship, planned around weekly themes, makes a satisfactory contribution to spiritual development, although assemblies do not always hold the attention of all pupils. The school has established links with the local church and cathedral and uses them well for visits. There are insufficient opportunities for pupils to visit places of worship of other faiths.
49. Provision for the pupils' moral development is good. From the nursery, teachers promote an understanding of right and wrong by asking questions such as 'Is it fair?' Problems of behaviour are talked through and the strong

ethos of the school promotes honesty. Pupils share their feelings in circle time², which leads to them understanding each other's point of view. Teachers and other adults in the school set a good example to pupils both in their dealings with them and with each other. Pupils are trusted to show respect for the property of the school, and they respond well. No examples of vandalism or graffiti were seen during the inspection.

50. Provision for the pupils' social development is very good. There is a good programme of personal and social education. Older pupils are encouraged to take responsibility within their class and within the school, for instance selling snacks during morning break. Pupils in Year 5 are paired with pupils in Year 2 for reading, with a good effect on the social development of both groups. Pupils have also been involved effectively in such matters as reorganising the playground and compiling parts of the governors' annual report to parents. The residential visits for pupils in Years 5 and 6 provide very good opportunities for their social development in a different setting, as do the extra-curricular activities in which a large number of pupils are involved. Pupils have very good opportunities to be involved in the community, through visiting and helping the elderly and through links with a school for pupils with special needs. They take part in the Junior Citizen scheme and 'Let's kick racism out of football' with Millwall Football Club. Pupils have developed a good awareness of the needs of the wider world through their efforts in raising money for a wide range of charities. Equal opportunities exist for pupils with special educational needs to take on the same kinds of responsibilities around the school as their peers.
51. Provision for the pupils' cultural development is good. The school has a strong tradition of drama. Pupils from Year 5 are currently involved in a project based on Haydn's 'Creation' with Covent Garden, which involves them working with professional actors and musicians. There are regular school productions and visits from theatre groups, as well as authors and storytellers. Music is a strong feature of the school, with a choir and groups for recorders, keyboard and xylophone lessons, in addition to the good work in the classroom. The good displays of art demonstrate the rich diversity of work in this area. Pupils are given a satisfactory introduction to non-western cultures through art and music, books reflecting diverse cultural backgrounds and by the understanding of non-Christian faiths developed in religious education, although more use could be made of visitors from other cultures to the school.

Support, guidance and pupils' welfare

52. This area is still a strength of the school. Staff have continued to work hard since the last inspection to ensure that the school offers pupils a caring environment in which they can flourish and do their best. The school's good practice is underpinned by an extensive range of good policies, which provide a framework for consistently supportive treatment of pupils.
53. The pupils receive good educational guidance. Teachers use their knowledge of the pupils' attainment to give them work which is generally well matched to their capabilities although, very occasionally, the needs of the more able are not always adequately met. Pupils with special educational needs are well supported, both in class and in withdrawal groups. The large number of skilled support staff helps ensure that these pupils receive the attention they require.
54. The pastoral care provided is also good. Staff know the pupils well and monitor their behaviour and development closely as they progress through the school, and their well-being is of paramount importance. The teachers use circle time effectively to help boost pupils' confidence and self-esteem. At lunchtimes, routines are well organised and run smoothly, and this promotes a sense of security and stability for the pupils. Children in the nursery and reception classes are helped to settle into school routines through a carefully planned induction programme.
55. Discipline is maintained well, and the pupils' behaviour is well managed in most classes. A good policy establishes high expectations for behaviour. Most staff have a consistent approach to discipline which works well. Rewards and sanctions are sensible, and are applied fairly. Any instances of bullying are taken seriously and handled firmly.
56. Procedures for monitoring absence and promoting good attendance are very good. The school has made great improvements here since the last inspection. The headteacher, administrative staff and teachers have all devoted time and attention to this issue, with the result that attendance has steadily improved over the last four years. Registers are now uniformly well kept, and teachers are stringent about recording absence and lateness accurately. Administrative staff monitor and chase up absences efficiently, so that the headteacher can maintain an effective overview of individual pupils' attendance histories.

² Circle time is an activity where pupils are able to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

57. Arrangements for child protection are also very good. The headteacher is the designated member of staff with responsibility for this, and there is a good, comprehensive policy which is linked appropriately to local area guidelines. Staff are aware of procedures to be followed if they have concerns. Pupils are taught about keeping safe as part of their planned personal, social and health education programme.
58. There are good procedures to meet the needs of pupils with special educational needs. Where appropriate, pupils with statements of special educational need are provided with good support for their specific physical needs. Warm and trusting personal relationships exist between staff and pupils, and this promotes pupils' well-being in a most positive manner.
59. The school manages health and safety issues very well. The premises are checked frequently, fire drills and risk assessments are carried out regularly, and the policy clearly sets out areas of responsibility. The security of the buildings and the site is good. First-aid is well administered by support staff, and pupils with particular medical conditions are well tended. The welfare of the pupils is a priority for the school at all times.

Partnership with parents and the community

60. Since the last inspection, the school has maintained its good relationship with its parent community, and improved its information for them in order to meet statutory requirements. The prospectus and the governors' report now contain the necessary details of absence and National Curriculum test results.
61. The school keeps parents well informed about its daily life and work through these documents, plus regular letters from the headteacher and other staff. Curriculum information for parents is good. There is a detailed summary in the prospectus, and well-presented leaflets are sent out half-termly for each year-group. Parents are invited to participate in the school's special curriculum weeks.
62. Reports to parents on their children's progress are of a consistently very high standard throughout the school. They focus fully on the pupils' attainment and progress, and tell parents specifically what their children know, understand and can do. Both pupils and their parents have the opportunity to comment on the reports, and suitable space is given to setting targets for the future.
63. Parents give sound support to the school's work and ethos, and feel that staff are very approachable and welcoming. They show their commitment to their children's learning by attending parents' evenings, participating in the 'Feedback' reading scheme, and ensuring that homework is completed on time. Some are able to help regularly with swimming or on school trips. A number of parents work hard raising funds for the school through the Home School Association. The school is grateful for their efforts.
64. The school has fostered a very good range of links with the community which enliven the curriculum and enhance the pupils' personal development. The school makes particularly good use of its local area, and takes full advantage of its closeness to central London with all the available facilities and experiences. Southwark Park, for example, was used well for science work during the inspection week. Visits have been made recently both to nearby places of interest such as the Design Museum and the Britain at War Experience, and to others across the river, such as the British Museum and the Tate Gallery. There are frequent trips to the local city farm and the local library to help extend the core curriculum for the younger pupils, and well-known football and cricket clubs work regularly with the school to promote physical education skills. Religious education has been enriched through close cooperation with visiting speakers. Pupils' personal, social and health education benefits from the input of a variety of visitors, such as the police, the fire service, and a theatre group dealing with drugs' awareness and avoiding violence. The pupils regularly have the chance to do something for others in the community through liaison with the neighbouring residential home for the elderly. These extensive links have a very positive impact on the pupils' attainment and development.
65. Parents are well informed about the work of the special needs coordinator and many parents comment on the valuable support which their child has received in school. The headteacher is the named responsible person within the school, and the special needs coordinator undertakes liaison with any necessary multi-disciplinary agencies. Annual reviews of pupils with statements of special educational need are well documented and parents are fully involved about the review procedures. Their views on pupils' progress at home and at school are taken into account at this time.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

66. The overall quality of leadership is very good and the school is very well managed. The headteacher provides a very clear educational direction for the school, founded on a desire to provide high quality education. She receives very good support from the deputy headteacher. Freed from full-time classroom teaching

responsibilities, both are able to direct their energies towards monitoring what happens, providing effective support for teachers and planning for future development. Both have a quiet, unassuming leadership style, which has been used very effectively to enable other staff to assume and fulfil their roles as subject coordinators. They have welded together a good team of hard-working staff, who are committed to moving forward and making improvements.

67. The governors, headteacher and staff have responded very well to the key issues identified in the last inspection report and have secured substantial improvements in many areas of the school. Parents, members of the community and the local authority have noted these improvements. Positive aspects mentioned in the previous inspection have been maintained. A wide-ranging review of the curriculum has led to substantial improvements in curricular planning. Well-focused in-service training for coordinators, the purposeful use of weekly staff meetings for developing and improving staff expertise and targeted monitoring have helped to improve teaching and raise standards of attainment, particularly in subjects like religious education, geography, history, design and technology and information technology. The use of the library and information and communications technology has been reviewed, and both tools are now used much more effectively to help pupils develop enquiry and research skills. There are better procedures for assessment, which make staff more aware of where emphasis needs to be placed in their teaching. Attendance and punctuality have improved since the introduction of a new policy. Work has been undertaken to improve standards of writing and presentation, but the measures introduced have not yet gone far enough to overcome these weaknesses. The positive ethos and commitment to improvement which have been established, and the willingness to look critically at what happens in the school, indicate that the school still has a very good capacity for further improvement.
68. The governing body fulfils its statutory responsibilities and has greater involvement in running the school than at the time of the previous inspection. The school has been very well served for many years by the current chair, who provides very good support for the headteacher. The governing body has an appropriate committee structure. The financial committee has good oversight of the school's budget which it manages very effectively. The curriculum committee meets on the basis of need rather than regularly. It receives regular reports from coordinators and is supportive of the school and positive in its approach, but does not have a sufficiently clear grasp of just how and why the curriculum is developing. The governing body has taken appropriate action to ensure that the school's prospectus and the governors' annual report to parents meet statutory requirements.
69. The school's development planning is very good. Subject coordinators are fully involved in evaluating their subject area. Priorities for future development are discussed and decided by all staff. The resulting school development plan reveals a good evaluation of the school's strengths and weaknesses, and a clear commitment to improving pupils' attainment in all areas of the curriculum. The identified success criteria, however, do not always focus on outcomes or improvement. Nevertheless, the plan is regularly and effectively monitored by the headteacher and a measure of its effectiveness is seen in the substantial improvements which the school has made since the last inspection.
70. The quality of the school's monitoring, evaluation and support of teaching and curriculum development is good. The staff work closely together and provide much mutual support and help in developing the curriculum. Staff meetings, for example, focus regularly on aspects of the curriculum to be developed. A senior member of the staff is employed full-time to provide additional support in the classroom and acts as a mentor for other teachers. The previous incumbent was effective in raising standards in mathematics through the support offered. The headteacher also provides effective and helpful support for all staff, meeting with coordinators regularly, observing lessons and monitoring standards. Many subject coordinators have brought about improvements in their subject area. Some effective monitoring has taken place when this has been scheduled within the school development plan, but coordinators are not yet sufficiently involved in monitoring and evaluating the quality of teaching, the teachers' planning and the standard of pupils' written work on a regular basis.
71. The provision for pupils with special educational needs is well managed. The coordinator is well qualified for the role. She has attended a number of specialist courses and has been very active in promoting in-service training for teaching staff and special support assistants, which addresses the needs of the pupils. This includes advice and training from physiotherapists and behaviour-management specialists. The coordinator currently works alongside a number of pupils in the classroom which creates the opportunity to model good teaching strategies and enhance the professional development of staff. The governor responsible for special educational needs is well informed about the school's procedures and provision. A report on special educational needs provision is presented to the school governors annually, together with the governors' written annual report to parents. There is a clear development plan for special educational needs which identifies future targets for raising standards in both numeracy and literacy and the success criteria by which development will be monitored.

72. The ethos of the school is very good. The school has developed a comprehensive set of clear and sensible policies. These are discussed in detail with the staff, who are good at putting them into practice. There is equality of opportunity for all pupils. The staff provide a caring environment which promotes good values, attitudes and relationships. The pupils are happy and secure in their school. The staff work together with a common purpose and are committed to raising achievement. Those involved in leadership roles are carrying out their responsibilities very well.

Staffing, accommodation and learning resources

73. The school is provided very well with teaching and non-teaching staff. Its accommodation and the level of resources are good. Since the last inspection, resources for history, geography, religious education and design and technology have been improved. There is now very good provision for information technology in the new suite, which is readily accessible to all classes. The library is also used regularly by all classes.
74. The school is very well provided with teaching staff. There is a good range of experience and expertise, and the pupil-teacher ratio is low for schools of this type. All staff are trained to teach this age group. There is very good provision of support staff in all parts of the school. They have also received appropriate training in areas such as literacy, numeracy and special educational needs. The support they provide helps to maintain standards in the school and makes a vital contribution to the good progress of pupils with special educational needs.
75. The nursery has a favourable child to adult ratio. The nursery teacher is a qualified nursery nurse and has also recently completed an advanced diploma in child development. A qualified nursery nurse works in partnership with the nursery teacher. At the present time, the reception class teacher is working in partnership with a newly-qualified teacher who will be taking over the class. There is additional support from a teaching assistant for part of the day. The generous staffing levels have a positive impact upon the progress which the children make.
76. The school has very good arrangements for the induction of new and newly-qualified staff. Teachers work together in teams across two year groups and all receive good support from their colleagues. The school is up to date with its programme of staff appraisal, and this helps to identify training needs, as does the school development plan. Both teachers and support staff have attended a wide range of training courses. Staff meetings and in-service training days are planned well to focus on areas for development, and very good opportunities have been provided for all teachers to visit other schools to observe the literacy hour in progress. In-service training has made an important contribution to staff expertise and confidence in areas such as information technology. The annual curriculum weeks, organised most recently for religious education, physical education and geography, have also enhanced interest in and understanding of these areas.
77. The school's accommodation is good. The old buildings have been well maintained and improved, as have the newer areas for the infants and children under five. There is good space in most classrooms. The three halls provide good facilities for physical education, drama and other activities. Outside areas have been developed well both for play and there is a particularly well-equipped games area for physical education. Accommodation in the nursery and the reception classes is satisfactory. Good use is made of the available space, although the role-play area for the reception class needs development. The outdoor area for the nursery is safe, secure and very attractively presented. Equipment is both of a high quality and well maintained. The infant playground is a stimulating and inviting place for children to play. Separate toilet facilities are contained within the nursery and are well maintained. Toilet and washing facilities are provided in an adjacent cloakroom for reception children. Although easily accessible, this area is rather unattractive. There is wheelchair access to both the infant school and the lower floor of the junior building. However there is no wheelchair access to the upper floor of the junior building and there is no specially-adapted toilet on site. The school governors are aware of their legal responsibilities with regard to access to the site.
78. The school is provided well with learning resources. It has a very good number of computers, both in the classrooms and in the separate suite, and there is an excellent range of software available to pupils. Resources are satisfactory in history and geography, although further resources are still required in geography. The library has a satisfactory range of books to support learning. Resources in all other curriculum areas are good. There are good artefacts for religious education which are displayed well around the school, and a good range of instruments for music. Resources are stored well and easily accessible to staff; this has a positive effect on teaching. The school also makes good use of local amenities, such as Southwark Park and the London museums, to enrich pupils' learning. A good range of resources for supporting specific learning needs is available for all teachers for classroom use and for specialist support work.

The efficiency of the school

79. The school has successfully maintained its high standards of financial planning and control since the time of the last inspection, and has made improvements in the use of its accommodation.

80. The school has well-established procedures for budget planning and monitoring, which are well linked to the school development plan. Expenditure is closely targeted at the priorities identified by the development plan, and the long-term value of major spending projects is carefully considered. The school benefits from good levels of funding, but does not take this for granted and makes the most of the money available. Recent spending decisions have been of lasting value to the school, for example in refurbishing the premises and especially the playground, which has a significant effect on the pupils' behaviour outside. Payments to be made for the playground work satisfactorily account for the school's current surplus of funds. Increased recruitment of support staff has also proved to be a valuable investment, providing pupils with additional help in the classroom. The governing body is appropriately involved in budget-setting and monitoring, and is aware of the need to evaluate the impact of expenditure on standards and quality in the school.
81. Financial control and administration are also good. The school's financial standards document sets out clear criteria to be met, and the school operates proper systems for accounting for its spending. Good use is made of an independent auditor to check the school's internal procedures and offer advice on improvement. The last local authority audit was carried out a number of years ago, and the recommendations made have been implemented. Additional funding for special educational needs and for professional development is appropriately spent to improve provision in these areas. The school administration is very good, giving unobtrusive, efficient support to the headteacher and staff, and enabling the school to run smoothly on a daily basis.
82. Full accounts are maintained of expenditure received for pupils with special educational needs. The school contributes additional funding for pupils with statements of special educational needs to that which is received and makes good use of resources which are made available.
83. The school makes good use of its human and physical resources. Teachers are well deployed across the school, and support staff have been particularly well targeted to help those pupils who need them the most. Learning resources are used well across the curriculum, and the school makes the most of its available accommodation. At the time of the last inspection, the halls and library were not used as well as they could have been, but improvements have been made in these areas. The school's halls are now appropriately timetabled for physical education, and lessons on research skills are held regularly in the library for pupils throughout the school. However, the location of the library means that it is not readily accessible for reference during other lessons for Key Stage 2 pupils.
84. The attainment of the children on entry to the Nursery is below average, but they make good progress through the school and, by the time they leave, pupils' attainment is in line with national expectations. Their attitudes to learning and standards of behaviour are good. The school provides a good quality education and the teaching is good. Costs per pupil are high, but the school spends its money wisely and after much thought. Taking all these factors into consideration, the school offers good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

Personal and social development

85. Children make very good progress in both the nursery and the reception class in their personal and social development. By the age of five, most children achieve the Desirable Learning Outcomes for this area. Children in the nursery are eager to try out new activities and they share resources with one another, for example, popular outdoor bikes and cars. Older children are encouraged to show sensitivity and tolerance towards newcomers, and they also show care and respect for their environment. In their activities and play, children concentrate for extended periods and tackle problems in, for example, construction activities. Children in the nursery understand the difference between right and wrong, for example, not demanding a bike from a child new to school. Children help to take the register to the office. Children in the reception class show independence when changing for movement and are able to put on clothing, shoes and socks unaided for the most part. They take turns cooperatively during turn-taking games in the classroom and collaborate well during role-play. Reception children are pleased with their achievements after presenting their assembly to the school and express this to visiting parents with joy.
86. Teaching in both the nursery and reception classes is very good with regard to personal and social education. Staff expectations for good behaviour are high and children respond well to this. Very good, warm and nurturing relationships are established between children, teachers and support staff. Children are always provided with reasons why particular actions are unacceptable, such as an incident of name-calling in the outdoor area. Early interventions defuse potential conflicts before they develop.

Language and Literacy

87. The majority of children enter the school with below average skills in both language and literacy. They make good progress in both these areas during the nursery and reception classes, but by the age of five, baseline assessments indicate that many of the children are still working towards the Desirable Outcomes for language and literacy. Children in the nursery and reception class participate in regular storytelling and enjoy a range of songs and rhymes together. In both the nursery and reception classes, children listen with attention and offer comments on their activities and experiences with confidence. Children in the nursery start to develop an understanding of print and show interest in their own names and letters of the alphabet. Children in the reception identify individual letters by shape and sounds, and find similar letters in their own names and initial letters. In their early independent writing they attempt to form recognisable letters and show an understanding of the purposes of writing. Children concentrate well when copying the teacher's writing when she scribes for them. Children in the reception class recognise some simple familiar words in their reading books and handle books with care. They talk about the story-line and predict what will happen next.
88. The quality of teaching is very good in both the nursery and the reception classes. There is good use of praise to encourage children. In the nursery, there are many opportunities to develop language and literacy skills through turn-taking games and taped stories for example. In the reception class, whole-class sessions have lively pace and build on children's own knowledge and understanding. A commercial scheme is used well to develop awareness of sounds and letters, and children respond to this with real interest. Teachers provide a range of activities to allow for experimentation with independent writing, such as chalkboards and large flip charts, and also provide structured activities such as making dough letters and handwriting sheets. Storybooks are shared at home and school in both nursery and reception classes, and feedback books, in which parents and teachers comment, support this learning. Regular assessment of progress towards the Desirable Learning Outcomes informs daily planning in both the nursery and reception.

Mathematics

89. The majority of children enter the school below the average level of understanding in mathematics. They make good progress in both the nursery and the reception class and the majority just reach the Desirable Outcomes expected for this age by the age of five. In the nursery, children take part in turn-taking games which support their mathematical vocabulary. They handle sand and water and explore capacity and shape and size. They develop language to talk about mathematics in their story sessions. In the reception class, children take part in shopping in the role-play area, handle money and exchange this for goods. They comment to one another on the time, 'a quarter past two', in their play. They use language such as 'bigger than' and 'smaller than', to compare items in the classroom. They find sets of three objects and match symbols and numerals up to four, and a few up to ten. They use number programs on the computer to count and match sets of numbers under ten. They record numbers of sets of three objects and form numerals with increasing accuracy. Children form sets

of three and find pairs of objects around the classroom. They count and identify numerals under ten, using individual bunches of cardboard bananas.

90. The quality of teaching is good and sometimes very good. In the nursery, opportunities to develop mathematics through everyday activities and experiences are used well, for example counting the number of children at an activity. A focus on colour also provides lively discussion of shape and size. The computer is used well in the nursery and reception classes for counting and matching games. In the reception class, whole-class sessions provide clear instruction and exploration of numbers, an early focus on mental mathematics and a purposeful learning environment. Praise is used to encourage children. On occasion, follow-up tasks lack sufficient challenge for the more able children. Regular assessment of children's progress towards the Desirable Learning Outcomes informs daily planning in both the nursery and reception.

Knowledge and understanding of the world

91. By the age of five, the majority of children reach the expected Desirable Outcomes for knowledge and understanding of the world. They make very good progress in this aspect. A focus on special people in both the nursery and the reception class encourages the children to talk about their lives and families. Early memories of being a baby are drawn into the discussions and photographs are used to celebrate one another as special people. Children in the reception class visit a church to see a christening ceremony. They talk about the significance of their own names. Children in the nursery gain experience in using the mouse on the computer, and in the reception class they build on these early experiences. They use the mouse with confidence, click and select on the screen to undertake tasks and print their work with guidance. They write their names on the screen, selecting colours and tools independently. In both the nursery and reception classes, children handle materials with confidence, demonstrate good cutting skills and independence in selecting materials and tools for building and construction.
92. The quality of teaching in both the nursery and the reception is very good. Teachers exploit opportunities to extend and develop language and learning and make thoughtful provision to promote knowledge and understanding through a range of well-structured activities and events. Children respond with keen attention and strong interest as a result of enthusiastic adult participation alongside activities. Plans for the focus on special people are shared in a written flyer to parents and on a notice-board for parents in school. Suggestions for home activities to support the topic are also offered to parents. This all fosters a very good partnership in learning.

Physical Development

93. Children make very good progress in their physical development in both the nursery and in the reception classes and by the age of five meet the Desirable Outcomes expected for this age. Children in the nursery make very good development in the use of handling materials, and their gross and fine motor skills are developed well through a range of appropriate activities. Children handle and manipulate clay with skill. They concentrate and persevere with cutting and sticking activities, making a display on colour. The small, but secure and attractive outdoor area is used very well to promote gross motor skills and physical development. The range of very good equipment offers challenge and encourages cooperative play where children push and pull, climb, balance and negotiate spaces. Children in the reception class have regular opportunities to access this area as well. In addition, they have a highly motivating infant playground with a large train to board. Both the nursery and reception classes have regular movement and physical education sessions in the hall. Nursery children show a good awareness of space as they move in big giant strides and little rabbit steps. Reception children use space well, jump with both feet together and use the sides, tiptoes and heels of their feet to move around the hall.
94. The quality of teaching is very good. In the nursery, staff manage children very well and offer challenges and opportunities for children to develop their physical skills. They make very good use of space and equipment to promote this. In the reception class, children are very well managed, and expectations for behaviour are high. Children rise to the challenges offered during enjoyable and well-paced movement sessions in the hall.

Creative development

95. Children in both the nursery and the reception classes make very good progress in their creative development, and by the age of five reach the Desirable Learning Outcomes expected for their age. In the nursery, children handle a range of materials and show confidence in paintings and collage pictures. They engage in imaginative play activities with sustained concentration using small play people and creating a train story. In the reception, children make lively self-portraits and confidently use collage and sparkle to create initial letters of their names for the class assembly. They cooperate well in the role-play area, cooking a meal and shopping together. They use instruments to create sound effects for the story of Jack and the Beanstalk and take turns in the performance of this.

96. The quality of teaching is very good overall. The well-planned and stimulating environment in the nursery invites participation and encourages self-reliance and creativity. The well-structured range of activities in the reception class builds upon the very good range of experiences which children bring to school from the nursery and extends this. More attention needs to be paid to the role play area in the reception class to promote children's learning through more attractive and stimulating provision.

ENGLISH, MATHEMATICS AND SCIENCE

English

97. The pupils' attainment in the National Curriculum tests at the end of Key Stage 1 in 1998 was close to the national average in reading and above average in writing. When compared to schools, in which pupils come from similar backgrounds, the results were above average in reading and well above average in writing. Results in the 1999 tests were similar in reading, but not quite as good in writing. The inspection findings are that standards are average in both reading and writing by the end of Key Stage 1. Pupils enter the nursery below the standards expected of pupils of that age. By the time they enter Year 1, they have made good progress but are still below the expected level in speaking and listening, reading and writing. By the time they leave Key Stage 1, most have achieved the expected level 2 quite securely in speaking and listening and fairly comfortably in reading. Most have attained level 2 in writing, but for many it is not a secure level 2. Their overall progress through Key Stage 1 is good. There has been a significant improvement in the standard of writing since the last inspection.
98. At Key Stage 2, the proportion of pupils attaining the expected level 4 in the National Curriculum tests in 1998 was close to the national average. The percentage of pupils attaining the higher level 5 was below average. Results were better than most schools where pupils come from a similar background. In 1999, the proportion of pupils attaining level 4 was similar to 1998, but there was an increase in the percentage of pupils achieving level 5. There has been a significant improvement since the last inspection. In 1996, only 38 per cent of pupils achieved level 4 or above; in 1999, 69 per cent attained level 4 or better. The inspection shows that pupils have very secure listening and speaking skills, although their vocabulary is not as wide as it might be. Their reading is well in line with expectations. Writing skills are still not as secure as the other areas, but most pupils are reaching the expected level. Progress throughout Key Stage 2 is sometimes good, but is satisfactory overall.
99. The pupils' attainments in speaking and listening are in line with national expectations at the end of both Key Stage 1 and Key Stage 2. Throughout the school, the pupils listen well and are able to concentrate for quite long periods of time as they listen to, read together and talk about books in the literacy hour. They are relaxed and willing to express their views. Pupils in Years 3 and 4, for example, speak with understanding about what makes a good headline and a good opening sentence and why. In Year 5, pupils show good understanding of the book 'Matilda' and are able to discuss different characters sensibly and make comparisons with other people. In discussing the book 'Madame Doubtfire' and making comparisons between the book and the film, pupils in Year 6 show some mature insights. When asked about the behaviour of one of the characters, one girl said, "I think she said that because she was jealous of the time he was spending with the children." By the end of Key Stage 2, a number of pupils are working above the nationally expected level.
100. Reading skills are in line with national expectations at the end of both key stages. In Year 1, some of the pupils recognise rhyming words, full stops and capital letters and can explain when they are used. Some recognise and name an exclamation mark and explain, "It means you're shouting!" The pupils are developing good research skills and many pupils can explain how to use a contents page and what to do to find out about a particular topic. By the end of Key Stage 2, pupils read fluently and with understanding and have good book research skills. They know how the library works and can explain clearly how to find a book on a given topic. They understand and explain how contents pages and indexes work and the difference between them. Many know the function of a glossary. They make good use of computers and CD-ROMs in their research work.
101. Writing skills are less well developed than speaking, listening and reading by the end of Key Stage 1, but are generally satisfactory. Pupils in Year 2 know about titles and when to use capital letters. When writing a poem, they apply words like 'hairy' and 'fat' to a spider and link them to rhyming words like 'scary' and 'bat'. By the end of Key Stage 2, writing skills are satisfactory overall, but many pupils are satisfied with a small amount of bland writing. Pupils in Years 3 and 4 using the computer to write newspaper articles on Tutankhamen are learning to edit their own work and at the same time to self-correct. In Year 5, the pupils understand the purpose of connectives and how they are used to form complex sentences from simple sentences. By Year 6, more than half of the pupils have a clear understanding of the differences between main and subordinate clauses and are able to give examples of both. They have good technical skills, but these are not always evident in their extended writing. Their spelling is often erratic. Progress in developing writing skills

is hindered because insufficient opportunities are provided to write at length within the context of other subjects.

102. At both key stages, pupils with special educational needs make good progress towards their individual targets. Much of the work set is matched to their needs and the teachers, the special needs coordinator and the support staff give good support, helping individual pupils or groups of pupils.
103. The pupils' attitudes are good at both key stages. Pupils enjoy the work, listen well and take an active part in class discussions. They settle down to work quickly and sensibly and most keep on task and work for quite long periods of time. A few pupils lack concentration, and some pupils at Key Stage 2, mainly boys, occasionally slow progress of the class by causing distractions. This is usually linked to a lack of behaviour management skills on the part of the teacher. Sometimes, at both key stages, the noise level is too high even when the pupils are working and this interferes with the concentration of some pupils. Pupils generally work well together and pupils at both key stages are developing independent study skills and using books as research tools.
104. The quality of the teaching is good at Key Stage 1 and satisfactory at Key Stage 2. In the lessons observed, the teaching was never less than good at Key Stage 1, and there was some very good teaching. At Key Stage 2, the teaching was more variable, with a very small number of unsatisfactory lessons, a third of the lessons being good and most being satisfactory. Strengths include good planning at both key stages, with teachers including a range of work which is generally well targeted to the abilities of different groups of pupils. Occasionally, the more able are not sufficiently extended. The better teaching is exemplified by a brisk pace and lively presentation which keeps pupils' attention and motivates them. Staff have good relationships with the pupils. Many staff have a range of behaviour management skills which enable them to maintain control without raising their voices. Less secure teaching is usually because the pace is too slow and without sufficient variation to maintain interest. There are some examples of inconsistent standards, warnings made which are not or cannot be followed through, and teachers raising voices unnecessarily.
105. The marking of pupils' work is not always undertaken consistently. At both key stages, there are examples of work where the marking is sketchy and does not give any guidance on how the pupil can improve. Across the curriculum, there has not been a consistent approach to correcting technical writing errors. The headteacher has already done an audit on marking through the school and there are indications that a more consistent approach is being implemented. The teachers' planning emphasises learning intentions and sets appropriate targets. At the upper end of Key Stage 2, pupils have target cards and are involved in helping to set and evaluate their own targets. This recent innovation is taken seriously by pupils and is helping to ensure progress and continuity. There is still a need for all teachers to have a consistent approach to positive and evaluative marking, which gives specific and clear help on how pupils can improve.
106. The improvement in the school's provision for English since the last inspection has been good. The development of an effective policy, a generous allocation of time and a well-organised system of planning assure good breadth and balance of the curriculum. The scheme of work is based on the National Literacy Strategy, but is sensibly adapted to the needs of the school and the two-year rolling programme the school follows. Planning is undertaken in teams and monitored by the coordinator and senior management of the school. English makes a good contribution towards the spiritual, moral, social and cultural development of the pupils, especially in the relationships built up, the way pupils are encouraged to listen to the views of others and the development of reading skills. Resources are good and include sufficient books and textbooks in good condition, videos and computer software. Teachers make effective use of the resources to enhance learning and motivate pupils, although some of the overhead projector slides used at the upper end of Key Stage 2 are so poor as to be almost illegible.

Mathematics

107. The pupils' attainments in the 1998 National Curriculum assessment tests at the end of Key Stage 1 were very close to the national average. When compared to similar schools, the results were above average. Sixteen per cent of the pupils achieved the higher level 3 and a slightly smaller percentage failed to reach the nationally expected level by the end of Key Stage 1. The results in the 1999 tests, for which comparative data is not yet available, were very similar to those in 1998. Inspection findings confirm that the level of attainment is average, and that most pupils achieve the national expectations in mathematics by the end of Key Stage 1.
108. The results at the end of Key Stage 2 in 1998 were above the national average and well above the average for similar schools. Over three-quarters of the pupils achieved the nationally expected level 4, and 15 per cent achieved the higher level 5. The overall results in 1999 were not quite as good, due, largely, to a higher than average number of pupils with special educational needs. However, twice as many pupils exceeded the national expectation, achieving level 5 in the tests. The school's results are very much higher than the average for other schools in Southwark. Based on a scrutiny of the pupils' work from the whole of last year, inspection findings

show that attainment by the end of Key Stage 2 is similar to the national average, although a significant number of pupils currently in Year 6 are working above the expected level for their age.

109. Overall, the pupils' progress throughout the school is good in relation to their prior attainment. The mathematical attainment of children entering school at the age of four is below average, but they make good progress in the reception class and through Key Stage 1 to achieve the national expectations by the age of seven. The overall trend in the Key Stage 2 tests for the last four years has been upwards, and results are now significantly better than they were at the time of the last inspection. This good progress has been due to the school's concerted efforts to rectify the weaknesses pointed out in the last inspection report. Pupils are now much more secure in their recall of number facts and are encouraged to develop their own methods of calculation. The purpose of each lesson is made clear and pupils are asked to assess at the end of the lesson how much progress they have made. Good curricular guidance has been provided to help teachers with their planning. There has been considerable input from a senior member of staff to monitoring and evaluating the pupils' performance in mathematics, and to providing additional assistance and guidance for teachers, particularly in the middle part of the school. In-service training has also helped to improve the skills of teachers and support staff. Pupils with special educational needs are very well supported by classroom assistants and teachers. The good level of support for these pupils is instrumental in helping them to make good progress.
110. By the end of Key Stage 1, the pupils have developed sound number concepts. Well-paced mental maths sessions at the start of each lesson help pupils to develop their knowledge of addition and subtraction facts using numbers to 20. The pupils' written work shows that there is much consolidation of basic number work during the course of the year. They learn to add two-digit numbers and identify hundreds, tens and units in three-digit numbers. They tell the time correctly and work out which coins are used to pay sums of money up to one pound. Least emphasis is placed on work on shape, space and measure, but the pupils correctly identify a range of two-dimensional shapes, are starting to acquire a basic knowledge of symmetry and use the terms 'heavier than' and 'lighter than' when estimating the weight of different objects. Whilst pupils of middle and lower ability make good progress in mathematics, the progress of the more able pupils is only satisfactory. Instead of providing these pupils with extension work once they have grasped new concepts, they are given more of the same type of work. Although this helps to consolidate their knowledge, work in the latter stages of dealing with a topic is not sufficiently challenging.
111. By the end of Key Stage 2, the pupils have good computational skills and well-established concepts of addition and subtraction when undertaking problems involving hundreds, tens and units. They use a variety strategies for carrying out mental calculations, and describe their methods verbally. Multiplication tables are practised regularly, most pupils being familiar with multiplication facts up to 10×10 . As in Key Stage 1, regular sessions of mental mathematics have been crucial in helping pupils to improve their mental dexterity with numbers. They have a sound grasp of mathematical vocabulary. However, they find it difficult to transfer their ability to handle numbers into dealing with problems which are stated in words and also have difficulty in writing clear explanations of how they have solved a problem. Teachers have recognised these difficulties, but not enough work is yet done on these problems earlier in the key stage. The pupils' written work shows sound understanding of concepts such as rounding, calculating discounts, calculation of area and perimeter, averaging and estimation. They extract and interpret data represented in tables and charts and identify the mode, median and mean. Work for higher and lower-attaining pupils is generally better differentiated for pupils in Years 5 and 6 than lower down the school.
112. Numeracy skills are developed effectively in other areas of the curriculum. Computer programs are used, for example, to consolidate number work. Aspects of data-handling and control technology within the information technology curriculum also help to consolidate mathematics skills. Using and applying mathematical techniques are also evident in science, geography and design technology. There is good emphasis on the acquisition and use of correct mathematical vocabulary in oral work, but the teachers miss opportunities to reinforce literacy skills through correcting English mistakes in the pupils' written work.
113. The pupils' attitudes to mathematics are good. They enjoy mental sessions at the start of each lesson. The faster the pace and the greater the challenge, the more the pupils enjoy it. In most classes, they listen carefully to the teachers' explanations, then settle well to their tasks. Levels of concentration are usually good, although the length of some sessions is too long and pupils produce little work in the latter stages of these lessons. Most pupils are keen to participate in discussion and to volunteer answers. A small percentage, however, remains silent unless challenged by the teacher. Their behaviour is generally good, although in some classes noise levels are too high when pupils are working on their own. This makes it difficult for others to concentrate and impedes progress. There are a few occasions when pupils become over-enthusiastic and tend to shout out answers before others in the class have an opportunity to respond. The pupils collaborate well when working in groups and pairs, sharing ideas and equipment. They also show a good level of responsibility when collecting resources and tidy away at the end of the lesson.

114. The quality of teaching is good overall. Half of the lessons observed during the inspection were good; one was very good. The other half were satisfactory, but nearly all had good features. The school has worked hard to improve the quality of teaching since the last inspection. The teachers work well together to produce carefully planned work for each group of three classes. The sharing of ideas in staff meetings and analysis and discussion of good practice has led to other improvements, for example, the good practice of sharing teaching objectives with the pupils, and asking pupils to evaluate the progress they have made during the lesson. The teachers demonstrate good knowledge and understanding of the subject, and give pupils clear explanations. Most teachers engender a sense of enjoyment of mathematics, from the use of number rhymes in Year 1 to the challenge of mental work in Key Stage 2. The level of expectation varies, both in terms of behaviour and the challenge offered to pupils. In Years 1 to 4, higher-attaining pupils are not always sufficiently challenged in the tasks they are set. Some teachers set very high expectations for behaviour and participation, but in other classes the teachers allow too much unnecessary noise and chatter. Most mental mathematics sessions are well paced, but some lack sufficient challenge and are conducted too slowly, which leads to fidgety behaviour. The use of apparatus and resources to support learning is a good feature of many lessons, although some resources, such as plasticine ladybirds, prove to be more of a distraction than a help. Whilst the teachers give pupils considerable help and useful advice during the lessons, the quality of marking is frequently unsatisfactory. Much of the marking is cursory and rarely identifies what a pupil has to do to improve. Written comments are not followed up, neither by the pupil nor by the teacher. Insufficient attention is given to the standard of presentation. Occasionally, good marking practice is observed, with the result that clear improvement is seen in the pupils' work. The teachers make appropriate use of homework to extend the pupils' learning.
115. The subject was led very well by the previous coordinator, and indications are that this will continue through the enthusiastic approach of the new incumbent. The school has made very good progress in implementing the National Numeracy Strategy. Good foundations were laid some time ago, as the school started to examine its practice and introduce new methods and working practices. The curriculum is generally well balanced and broad enough to cover all elements of mathematics, although slightly greater emphasis could be placed on investigative work and the development of understanding of problems expressed in words. Assessment and record keeping procedures are good. They help teachers with their future planning and identify areas of weakness which need to be improved. Regular and helpful monitoring of mathematics throughout the school has contributed greatly to improvements in the school's provision. Resources for mathematics have improved and are now organised more efficiently in a central location. The use of training sessions has helped to improve teachers' competence.

Science

116. In the 1998 National Curriculum assessments, results at Key Stage 1 were well below the national average, although the proportion of pupils achieving the higher level 3 was in line with the average. These results were not as good as those in English and mathematics. Although there are as yet no national comparisons, the results for 1999 show an improvement, with a greater proportion of pupils achieving the expected level. At Key Stage 2, test results in 1998 were above the national average and well above the average for schools whose pupils come from similar backgrounds. The results for 1999 show a decline in the average score per pupil, due, as in English and mathematics to a larger proportion of pupils with special educational needs.
117. The inspection evidence shows that pupils are achieving standards which are in line with expectations for their age at the end of both Key Stage 1 and Key Stage 2. Since the last inspection, the programme at Key Stage 2 is more balanced and there are greater opportunities at both key stages for first-hand recording and observation. This is already bearing fruit in the improved results at Key Stage 1.
118. Written work shows that, by the end of Key Stage 1, pupils have a sound understanding of all aspects of the programmes of study of the National Curriculum. They are able to classify living things, for instance as adult or young, and carry out an investigation into whether the tallest child has the largest hand-span. They know about some of the properties of materials, and are able to test a range of materials to find out which is best for mopping up. When studying physical processes, they can make an electrical circuit satisfactorily and make predictions, for instance about whether a torch will shine more brightly in a dark place or a light place.
119. At the end of Key Stage 2, pupils have developed good skills in investigation. They are able to compare and predict the difference between the resistance of air and water. They understand the importance of a fair test, for instance when investigating heart rate or the germination of plants. During the inspection, pupils in Years 5 and 6 were working on the topic of trees, and they showed a good understanding of the functions of the different parts of a plant. They understand the principles of reproduction in plants and in human beings. They know about the movement of the earth round the sun and on its own axis, and understand the principles of electrical circuits. Materials are studied in the second term of this school year, and because of the two-year topic cycle there was no evidence of work on this area of study from last year, although the topic is revisited in revision for National Curriculum tests.

120. Overall, the pupils make satisfactory progress through Key Stage 1, but their progress is hindered when the science element in the activity is not clearly identified, as for instance when they are engaged in topic work on food, examining the texture of different fruit. Usually, tasks are matched well to the previous attainment of pupils, enabling all pupils to make progress at an appropriate rate. Progress is good at Key Stage 2, where a strong emphasis is placed on developing investigative skills and pupils become more independent as they progress through the key stage. No lessons were observed in Years 3 or 4 during the inspection because there was no science topic, but last year's work shows that pupils develop a sound knowledge, for example, of the circulation of blood and the functions of teeth. They also apply mathematical skills to the measurement of weather, producing a temperature chart or using graphs to represent changing light. Sometimes, the unsatisfactory presentation of work slows pupils' progress, particularly among lower-attaining pupils. Pupils with special educational needs make good progress at this key stage because of the well-planned support they receive during lessons.
121. Pupils' attitudes to learning are good. In Key Stage 1, they work well in groups and are interested in what they are doing. In Key Stage 2, they continue to work well together and support each other in class. They appreciate each other's efforts, for instance giving a spontaneous round of applause to a pupil who offers a good explanation of a part of a plant. They show respect for their natural environment, for instance on a visit to Southwark Park, where they listened attentively to explanations given by a park ranger. The majority of pupils take pride in the presentation of their work, although for the minority who do not, their investigative work suffers.
122. The quality of the teaching is good. During the inspection, the teaching was never less than satisfactory and in two thirds of the lessons observed it was good. Teachers manage classes well, making clear their expectations of good behaviour. They plan activities well to extend and consolidate pupils' understanding. They make good use of resources, including the environment surrounding the school, as well as video clips and models. They show a good knowledge of the subject. Where teaching has a weakness, it is when younger pupils are not all given a clearly directed task when others are working with the teacher or classroom assistant, or with older pupils tasks are not clearly matched to pupils' previous attainment, for instance when pupils are classifying the leaves from different trees.
123. Since the last inspection, the school has revised its scheme of work for science following the most recent guidelines, and this has ensured full coverage of the curriculum, although it is not yet in a common format with opportunities to assess pupils' work always identified. The school includes the use of information technology in its science policy, and pupils' findings on trees are to be entered on a database. Science teaching makes a good contribution to literacy; teachers insist that pupils use the correct vocabulary, for instance when talking about the parts of a plant. It also makes a good contribution to their social development by giving them opportunities to work together on investigations. The school has good resources for science and makes good use of the opportunities provided locally and further afield, such as by visits to the Natural History Museum.

OTHER SUBJECTS

Information Technology

124. The school's provision for information technology has improved considerably since the last inspection, and the school now complies with statutory requirements by teaching all aspects of the programmes of study of the National Curriculum. The school has rectified all of the weaknesses noted in the previous inspection report. A well-constructed scheme of work provides pupils with a full range of opportunities, and timetabled lessons held in the school's information technology suite ensure that all pupils have regular opportunity to acquire new skills. These improvements have helped to raise the level of pupils' attainment considerably so that, by the end of both key stages, most pupils are meeting the national expectations for information technology. Given the previous weaknesses in the provision for information technology and the substantial improvements which the school has made, the pupils are now making good progress.
125. By the end of Key Stage 1, the pupils use computers with confidence. They know the correct procedures for logging on and opening a program. When using a painting program, they know the function of various tools, and how to select different colours. All pupils show the ability to produce pictures using a variety of effects, and higher-attaining pupils complete pictures with a good degree of detail and precision. They use a word processor to produce a well laid-out poem or list. They handle data competently, using tally charts to collect information which they enter into a data handling program to produce block charts. They show sound awareness of the use of control technology in everyday life and know how to enter commands to make a programmable robot move. The pupils are making good progress. The teachers use the detailed scheme of work sensibly to produce planning which gives clear indication of the skills to be taught. This helps to ensure

that good use is made of the weekly sessions in the information technology suite. Additional consolidation of skills is provided through the use of computers situated in the classroom. Whilst pupils are taught the function of special keys on the keyboard, there is no coordinated program for teaching keyboard skills. Although they have some familiarity with the keyboard, they are slow to locate letters.

126. By the end of Key Stage 2, most pupils are very confident when using a computer. They know the procedures for logging on, selecting and loading the relevant program, and printing and saving their work. They have sound skills in communicating information. They are confident in incorporating clip art into a word-processed document. They know how to change to a different font, and to alter the size and style of the text. They know how to use features such as the spell-checker. In the production of an advertising brochure or a play-script using different colours for different parts, the pupils show a sound awareness of audience. Pupils in Years 3 and 4 are learning how to use a page-layout program to create the front page of a newspaper in connection with their research on Tutankhamen. They learn how to select a picture from within a CD-ROM encyclopaedia, import it into a graphics program, make alterations to the picture, and then import the saved image into a page-layout program. Inadequate keyboard skills slow pupils down when typing in text. The pupils are developing appropriate skills in handling data, modelling and control. They use a database to collate information about various fruits linked to their work in mathematics and food technology. They use the collated information to find, for example, which fruits are heaviest and which are the predominant tastes, and then produce a graph of their results. They use a music program to predict and investigate what will happen when variables are changed. They write procedures to produce geometrical patterns using logo, and to control output devices such as buzzers, motors and lights.
127. Various factors contribute to the good progress which the pupils are making. The biggest factor is the availability and consistent use of good resources. Regularly timetabled lessons in the information technology suite ensure that all pupils have sufficient time to develop and consolidate their skills. The well-planned scheme of work helps teachers to plan worthwhile lessons which develop skills progressively, but also make useful contributions to the teaching of other subjects. The presence of one or more assistants in most lessons also ensures that help is available for any pupil experiencing difficulties.
128. The pupils' attitudes to information technology are good. They greatly enjoy their sessions in the information technology suite and are keen to use the computers within the classroom. They concentrate well on the tasks they are given, working purposefully and with interest. They still express surprise and amazement at some of the things they are able to accomplish using information technology. They listen well during introductory and concluding sessions, and most pupils are willing to participate. Their behaviour is generally good although, in a few lessons, noise levels are too high; they hinder concentration and impede progress. The pupils pay due regard to the equipment and treat it sensibly. Most pupils are cooperative when working with a partner, and relate well to their teacher and adult helpers. In most classes, the pupils have a file for their information technology work, but the presentation of their notes is scruffy and the files are rarely well organised.
129. The overall quality of teaching in information technology is good. The teachers help the pupils to learn a wide range of skills and to make good progress. The teaching in individual lessons varies between satisfactory and very good. The teachers' confidence and knowledge of information technology have improved significantly since the last inspection. Specifically targeted in-service training has dealt with areas of weakness, such as control technology, and this has helped to raise standards. All teachers have sufficient knowledge of the software they are using to provide clear guidance to the pupils. The teachers' expectations are generally appropriate, although higher-attaining pupils who grasp new skills and concepts quickly are not always given sufficient challenge in their tasks. Lesson plans generally contain clear learning objectives, identifying new skills to be learnt, whilst at the same time placing the information technology work within the context of another subject. Information technology is used effectively, therefore, to further pupils' literacy and numeracy skills, as well as making important contributions to subjects like history and religious education. The only weakness at present is that the class teaching does not cater for the full range of differing abilities. Although the level of attainment within any one year group is fairly homogeneous at present, the gap between higher and lower-attaining pupils is widening rapidly. Lessons are well structured. The teachers provide an introductory session for the whole class in which they recapitulate previous work and explain the objectives of the current lesson. New skills are consolidated during the conclusion to the lesson. Whilst having two pupils working on the same computer leads to some good collaborative work, this method of organisation is not always appropriate, and leads to some time-wasting whilst one pupil is waiting to have a turn. There is sufficient space within the information technology room for half of the class to be engaged in a written or planning activity, whilst the other pupils have access to their individual computer. The teachers generally manage the pupils well, although in some lessons they allow too much noise. The pace of some lessons is too slow, particularly when the teacher explains step by step, waiting for all to complete a task before proceeding. The lack of a large monitor or projection screen makes it difficult to demonstrate to the whole class. A few teachers overcome this problem well through the use of enlarged screen shots pasted onto card. All teachers use their time in lessons

effectively by observing what pupils are able to do, and helping where necessary. Good examples were observed of lesson plans being altered to deal with particular difficulties that had arisen in the previous lesson.

130. The subject has been very well led. The coordinator has given considerable help and support to her colleagues, and this has been instrumental in raising the teachers' confidence and the quality of teachers' planning. The curriculum for information technology is broad and balanced and covers all of the National Curriculum requirements. All classes receive an appropriate time allocation for the subject, and classroom computers and additional sessions in the information technology suite help pupils to make progress in other subjects. A well-supported after-school club gives pupils the opportunity to improve their skills, which are often used to the benefit of others during normal lessons. The school lacks formal assessment procedures for information technology, although most teachers use the progressive list of skills within the scheme of work to assess their pupils' progress. Although pupils are regularly asked by staff to assess the progress they have made during the lesson, the pupils are not yet involved in any self-assessment of their own skills. The coordinator has gathered together some good photographic evidence of the work undertaken by pupils, but there are no exemplars of work assessed against National Curriculum levels. The school has very good accommodation and resources for information technology. In addition to the information technology suite, all classrooms have their own computer and printer. Resources have been further enhanced through the school's participation in an information technology project with other schools.

Religious Education

131. Pupils' attainment in religious education meets the expectations of the local Agreed Syllabus at the end of both key stages. This is a great improvement on the last inspection when there was not full coverage of the prescribed curriculum and statutory requirements for teaching religious education were not met.
132. There is little recorded work from previous years. All pupils now have exercise books for religious education but, because of the timing of the inspection, there is as yet not much in them. Inspection judgements are therefore based on the lessons observed and on talking to teachers and pupils.
133. In Key Stage 1, pupils understand the concept of sharing and associate it with the Christian harvest festival. Higher-attaining pupils in Year 2 make a clear link between harvest festival and the concept of thankfulness. In Key Stage 2, pupils develop their knowledge of the range of religious traditions, including Judaism, Islam, Hinduism and Buddhism. Pupils in Year 6 show a clear understanding of the significance of the Bible to Christians when designing a cover with a blurb, but they also recall details from other faiths, for instance meditation when they visited a local Buddhist centre. With some prompting, they are able to express opinions about the significance of religious beliefs. They also show an understanding of the use of symbols in religion. Pupils make satisfactory progress in developing both their knowledge and understanding through the two key stages. Pupils with special educational needs make satisfactory progress because of the good support they receive in class, for instance in understanding concepts such as symbolism.
134. Pupils' attitudes to religious education are good. They listen well both to the teacher and each other during whole class discussion, although in Key Stage 2 some pupils find it difficult to maintain concentration during a lengthy whole-class session. They settle satisfactorily to written tasks, although not all pupils complete them during the time given. Pupils show interest and have a positive attitude to other cultures.
135. The quality of the teaching is good. The lessons observed were at least satisfactory and mostly good. This is an improvement on the previous inspection, when teaching was unsatisfactory except in the early years. Teachers have benefited from good in-service training as well as from the stimulus provided by the preparation of a religious education week, which involved visitors to the school as well as presentations by the pupils themselves. Teachers' subject knowledge is generally good. They make good links with pupils' own experience, as for instance when discussing promises in relation to the story of Abraham. Occasionally, however, they miss connections, for instance between the Torah and the Old Testament, or fail to deal with pupils' questions, for example on the causes of the hostility between Romans and Christians. They make good use of artefacts both in displays and in lessons. Good use is made of a visiting Christian worker for appropriate parts of the curriculum. There are occasional visits to places of worship of other faiths or visitors such as a Sikh storyteller, but these are not a regular part of the curriculum. Teachers have high expectations of pupils' behaviour in lessons, although occasionally the opening part of a lesson is too long for all pupils to maintain concentration.
136. There is good planning which helps teachers meet the requirements of the syllabus, although there is not as yet systematic assessment against the end of key stage statements. The school intends to address this issue when the expected revision of the syllabus is published. Teachers make appropriate use of information technology, for instance when pupils introduce clip art into their writing on Christian symbols. Pupils also develop their literacy skills when designing a cover for the Bible, devising bullet points to attract a reader. The subject

makes a good contribution to pupils' spiritual, moral, social and cultural development, encouraging them to reflect on their own experience and respect the viewpoints and cultures represented by other faiths. The coordinator has provided very good leadership both in the development of the planning and in the creation of interest in and positive attitudes towards the subject.

Art

137. Throughout the school, pupils reach good standards of attainment in art. Displays around the school reflect the good progress which pupils make in both investigating and making, and in knowledge and understanding in art. Pupils explore the work of artists such as Kandinsky and Mondrian and make their own paintings inspired by them, experimenting with line, colour and images from computer graphics. Pupils undertake a variety of both two and three-dimensional work. For example, they make lively wire-figure sculptures based on the work of Giacometti. Pupils are confident in using sketchbooks to record their observations of trees and bark in Year 5 and Year 6. In Years 1 and 2, they produce detailed close observational drawings of themselves. Work undertaken in history on ancient Egypt in Years 3 and 4 extends experience of how art reflects a particular time and place. Pupils explain the reasons why the Egyptian pharaohs were presented as mummies, using their own paintings as a reference.
138. Pupils throughout the school show positive attitudes towards art. They handle tools and materials with care and are able to make critical appraisals of both their own work and that of a range of artists across a range of artistic and cultural traditions. Pupils with special educational needs make the same good progress in art as their peers. Pupils take pride in their artwork; for example, they delight in winning first prize for making a street banner for the London marathon. There is a thriving art club, and this makes a valuable contribution to the pupils; social and cultural development.
139. During the lessons observed during the inspection, the teaching was satisfactory. Teachers developed and extended the pupils' vocabulary for talking about art, for example, describing the texture, shape and form of fruit before observational drawings were undertaken with hard and soft pencils. High levels of noise in some lessons detracted from the quality of well-planned teaching. The pupils' previous work, however, reflects a good standard of teaching, which draws upon a range of strategies, materials and experiences.
140. The new coordinator has recently worked on revising the policy document with colleagues and developing approaches to display within the school. The development of a new scheme of work has now been identified as a future target, in order to take account of forthcoming curriculum guidance on the subject. There are plenty of resources for art in the school, including a good range of pictures and postcards for art appreciation. Resources, such as local and central London art galleries, are used well and this enhances the pupils' standards of attainment.

Design and Technology

141. Pupils, including those with special educational needs and higher-attaining pupils, make satisfactory progress in design and technology. At both key stages, they are attaining standards appropriate to their age.
142. In the last inspection, there was found to be insufficient coverage of the subject and a lack of resources. Both of these issues have been addressed well. A comprehensive scheme of work has been produced which adequately covers all aspects of the subject and the resources have been enhanced by the purchase of a range of tools at both key stages.
143. Because of the implementation of the National Literacy and National Numeracy Strategies, time available for the teaching of design and technology has been reduced. This has meant alternating it with art and the resultant loss of time has inevitably had an effect on the pace of progress. However, careful monitoring and guidance by the subject coordinator has ensured that adequate coverage is given.
144. An examination of teachers' planning, of work in progress and of past examples on display confirms that good opportunities are provided for pupils to develop skills and techniques in meaningful ways. A range of techniques and materials is used, and appropriate skills are taught to enable pupils to make appropriate use of those techniques. The subject makes an effective contribution to pupils' numeracy skills through the many opportunities for measuring, and to their literacy skills through the acquisition and use of appropriate vocabulary.
145. At Key Stage 1, the emphasis is upon the acquisition of skills, for example, through designing and making Easter bonnets, Christmas cards and plant pot holders. In Years 3 and 4 pupils develop skills within food technology, including evaluating qualities and quantities of ingredients, costing and planning a menu, producing written recipes and listing equipment. They produce their own fruit salad, and evaluate the result

using questionnaires, considering factors such as texture, taste, aesthetics and colour combinations. One pupil later proudly reports to the teacher having successfully produced a fruit salad at home. Pupils in Years 5 and 6 design and make a fruit drink. This includes designing and making a net of the container, designing a suitable decoration, evaluating suitable and non-suitable materials. Market research is done on flavours, and contents of commercial products are evaluated and analysed. Once a flavour has been chosen, the drink is produced, packaged and sampled and pupils make a full evaluation.

146. Because of timetabling, it was only possible to observe one lesson of design and technology during the inspection. Pupils in Year 6 were designing and making a wooden picture frame. The lesson was well planned and the pupils showed obvious enjoyment and talked knowledgeably about what they were doing. They showed clear awareness of safety issues and handled the cutting tools with care.
147. The pupils' attitudes to the subject and their behaviour are good. They enjoy their lessons and are enthusiastic about their work. They are well motivated and work with sustained concentration. They take pride in their finished products and are keen to discuss their work. Girls and boys work equally well and pupils with special educational needs are fully integrated.
148. From the lesson seen, scrutiny of work and of teachers' planning, and discussions with staff and pupils, it is evident that the standard of teaching is satisfactory throughout the school and is making a significant contribution to the satisfactory progress being made by most pupils.
149. The curriculum coordinator provides effective and enthusiastic leadership and supports colleagues well. The scheme of work guides teachers' planning. Teachers' subject knowledge and confidence have improved. Resources for the subject are good, well managed and efficiently used. There have been significant improvements in the provision for design and technology since the last inspection.

Geography

150. No geography lessons took place during the week of the inspection. However, evidence from work samples, documentary evidence, discussions with pupils and staff indicate that pupils reach satisfactory standards of attainment and overall make satisfactory progress throughout the school.
151. Pupils at Key Stage 1 undertake elementary fieldwork as they study buildings in the local area. They develop basic geographical knowledge and understanding and simple map-work. At the start of Year 3, pupils are able to use geographical terms such as 'direction' and 'routes', and can identify major towns and features of different localities when they describe journeys undertaken to different places in Britain during the holidays. Pupils in Year 6 demonstrate satisfactory knowledge and understanding of environmental issues, such as pollution, together with an awareness of human and physical features when comparing the north and south sides of the River Thames in the local area. They have a satisfactory knowledge of the local environment and confidently express personal views on different uses of land which they have researched. They explain differences and similarities between their local area and places visited on a school journey in Year 5 to a rural, woodland setting. Diary accounts and work undertaken on the Year 6 school journey also demonstrate the satisfactory development of geographical vocabulary and enquiry skills.
152. Pupils show interest in work undertaken in geography, especially when it is of a practical nature. Pupils with special educational needs have the same opportunities to engage in learning as their peers and make satisfactory progress.
153. The previous report highlighted the need to develop enquiry skills and to undertake small-scale studies of places further afield. These aspects have been addressed, and this is demonstrated in the revised policy and scheme of work. Geographical work is undertaken in the context of topic-based work throughout the school and, in addition, a whole-school geography week provides valuable opportunities to extend the range of enquiry-based fieldwork. This includes visits to the village of Eynsham and the Millennium Bridge. However, the current timetabling of topics leads to overall discontinuity in the progression of learning over time, since there are extended periods of time where no geography-based work is undertaken by pupils at either Key Stage 1 or Key Stage 2.
154. The new coordinator has organised central resources in a satisfactory way and the additional artefacts, CD-ROMs and up-to-date maps support work undertaken in topics. There is however, a need to further develop resources for geography to enhance research and enquiry-based approaches to teaching.

History

155. Attainment and progress in history are satisfactory. Pupils at Key Stage 1 explore the differences between past and present through personal history, using photographs and stories. They investigate changes over time through enquiring into the school buildings, past and present. Pupils at Key Stage 2 also undertake an enquiry-based approach. For example, pupils in Years 3 and 4 investigate the ancient Egyptians and are able to give reasons for the death of Tutankhamen, based on the evidence they have discovered through research. They outline key events in Egyptian history, confidently use a timeline and discuss the relevance of particular artefacts found in the tomb of Tutankhamen. Pupils make satisfactory use of a good range of CD-ROM sources to undertake historical research, and also draw upon a wide range of books and photographic materials. They learn note-taking skills and how to use an index, which also develops their literacy skills.
156. Pupils at Key Stage 2 present work on the Blitz as part of a unit of work undertaken on Britain since 1930. Written accounts of being evacuated show an empathy with the thoughts and feelings of children at the time. Factual accounts present reasons for the outbreak of the Second World War and thoughtfully examine the impact of the war upon the local area at the time.
157. Pupils, including those with special educational needs, show genuine interest in finding out about the past. They share resources and cooperate well with each other when investigating and researching into the past.
158. Evidence from lesson observations, displays, work samples and discussions with pupils indicates that teaching in history is satisfactory overall, and on occasion good. Teaching is good when pupils are well managed, pacing and presentation are lively and expectations for all pupils are high.
159. Good use is made of visits and school journeys to develop work undertaken in history. For example, pupils visit the Globe Theatre to see a performance as part of a focus on the Tudors and dress up in role, such as a fighter pilot, during their visit to the War Museum.
160. The previous report highlighted the need for pupils to develop their understanding of evidence and to structure work independently. This has been addressed through the recently reviewed policy and scheme of work and the move to an enquiry-based approach in teaching. However, the topic-based approach adopted by the school results in some discontinuity in the progression of learning in history over time. The enthusiastic new coordinator has made effective use of release time to organise satisfactory central resources and to further develop the use of artefacts, CD-ROMs and museums within the curriculum.

Music

161. There has been satisfactory improvement in music since the last inspection. The previous inspection found that music was well developed, but that there was limited opportunity for pupils to appraise their work and others. Some of the work lacked challenge and there needed to be a better balance between attainment targets. From the lessons observed and from reviewing the planning it is clear that appraisal is now an integral part of music through the school. Pupils are challenged well and work is clearly linked to attainment targets.
162. The attainment and progress of pupils at both key stages are good. Pupils with special educational needs are well integrated into the lessons and make progress at the same rate as their peers. The pupils show a good awareness of musical vocabulary. They listen attentively to music and perform well.
163. When listening to and appraising music on tape, pupils in Year 2 pick out musical patterns and identify musical instruments. Expectations are high as pupils are expected to recognise the structure of a song and then reproduce it successfully. As the patterns change, pupils show they recognise them by putting up their hands. After hearing the song just twice, many pupils are able to sing along with a good degree of accuracy. Pupils in Year 4 are learning, adapting and performing a song. Working in groups they take a basic nautical song, 'Weigh, haul away' and compose their own verses and actions to it. Pupils in Year 5 are working with a series of rhythms based on South American music, recognising changing patterns and reproducing them using parts of the body as percussion instruments. They understand musical terms such as 'pulse' and 'beat' and succeed in performing a fairly complex pattern of beats. Pupils in Year 6 are listening to or performing Australian and Ugandan music. They use percussion instruments and parts of the body in groups to perform a complex rhythm to accompany the music.
164. Pupils respond well to music. They work well in a group situation and improve their performances through rehearsal. They speak of their music with enthusiasm. Their behaviour is usually good, and even in the one unsatisfactory lesson seen, the pupils enjoyed it and were enthusiastic.

165. The quality of the teaching is good overall. During the inspection half of the lessons were good or very good. One lesson was unsatisfactory. Good teaching is seen in the good planning, good subject knowledge, lively presentation which motivates and extends, and a range of good behaviour management skills. Where the teaching is less secure, it is because of insecure control and inconsistent expectations.
166. The wide range of extra-curricular music benefits the school and enhances the curriculum. An experienced and very competent peripatetic teacher gives lessons to various groups of pupils in recorder, xylophone and keyboard. There are high expectations and pupils learn notation and correct techniques, for example breathing, tonguing and posture in recorders. The school choir takes part in a variety of performances. There are Christmas and Easter concerts and a major school musical is performed each year by Year 6. This year it was 'Frankenstein' and, as shown on the video, the level of expertise and performance was high. The school is one of two in the borough to be asked to take part in a Millennium Creation Project, involving music, art and drama next May and the school is also involved in the 'Let's Make Tudor Music' project with schools from five boroughs. Although primarily music, this will also support the history and English curricula.
167. The new coordinator is experienced, is keen to take the subject even further and has a clear idea of the needs of the school and subject. Resources for music are good and include a range of percussion instruments that are used effectively to support teaching.

Physical Education

168. During the inspection it was possible to observe only games at Key Stage 1 and games and dance at Key Stage 2. However, the planned curriculum gives good coverage of all the areas of activity of the National Curriculum. This is an improvement on the previous inspection when the coverage of gymnastics at Key Stage 2 was inadequate. Pupils have regular opportunities to swim from Years 1 to 4 and the great majority meet the National Curriculum expectations during this time. In the games and dance lessons seen, pupils made satisfactory progress and were achieving standards appropriate for their age.
169. In Key Stage 1, pupils develop throwing and catching skills using bean bags. Most pupils are able to throw the bag from one hand to another and catch it, but only a minority are able to throw the bag to a partner and catch the one thrown by the partner. However, pupils develop their social skills when working together in this way and they enjoy the activity. Pupils in Year 2 show satisfactory control when dribbling a ball with their feet between two markers. The majority of pupils maintain their concentration even when the pace of the lesson is slow.
170. In the dance lessons at Key Stage 2, pupils worked in groups to practise poses derived from Egyptian paintings and linked two poses in a short sequence. The majority did this satisfactorily, but the poor behaviour of a significant minority of boys in one of the classes made progress unsatisfactory there. In the games lessons in Years 5 and 6, pupils developed their passing skills with a rugby ball and applied these in a variety of small games.
171. Overall, pupils' attitudes are satisfactory. They mostly work well in pairs or groups. They enjoy the activities and develop a sense of fair play in games. Most pupils behave well, and they offer helpful evaluations of the work of others.
172. The quality of teaching is satisfactory overall. Lessons are usually conducted at a good pace. Occasionally, however, the pace is slow and pupils do not engage in strenuous physical activity. Teachers have a good knowledge of the subject, for instance when teaching pupils how to pass a rugby ball.
173. In the one unsatisfactory lesson observed, the teacher had not made the expectations clear to the class but, in most lessons, the teachers manage the pupils well. There is some inconsistency about the application of the school's policy on changing for physical education; for instance, in one Key Stage 2 dance lesson, pupils changed into appropriate clothing and in another they did not. Teachers and classroom assistants are not always dressed in a way which will enable them to offer satisfactory demonstrations.
174. The school's provision for physical education is supplemented by an extra-curricular sports club attended by about 25 pupils with two teachers. Last year's physical education week provided a good impetus to the development of the subject, with an input from visiting coaches. There is inter-school competition in football, netball and rugby, which also contributes to pupils' social development. The school makes good use of the local leisure centre for its swimming.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

175. The inspection was carried out by a team of five inspectors: four spent four days and the lay inspector spent three days in the school. A total of 19 inspection days was spent gathering first-hand evidence. Additional time was spent looking at the school's documentation before the inspection, and considering evidence afterwards.
176. Before the inspection, six parents attended a meeting, at which their views on aspects of the school were heard by the registered inspector. Questionnaires were circulated to all parents, and responses representing 75 pupils (25 per cent of the pupils on roll) were returned. The points raised at the parents' meeting and those made in the parents' questionnaires were considered during the inspection. Meetings were also held with the headteacher, the chair of governors and governing body, and members of the teaching staff, in order to discuss the nature and conduct of the inspection. Inspectors studied a wide range of documentation and information supplied by the school; this included policy documents, teachers' planning, the school development plan, governors' annual reports, newsletters, budgetary information and minutes of meetings. Close attention was given to the school's previous inspection report and its post-inspection action plan.
177. During the course of the inspection, 81 lessons or part-lessons were observed, covering work in all subjects of the National Curriculum and religious education. A total of almost 55 hours was spent in the classrooms. All teachers were observed teaching English and mathematics, as well as a wide range of other subjects. Discussions were held with the headteacher, all staff and the governing body. Assemblies, acts of collective worship, pupils' arrival at and departure from school, registration and break-times were also observed. Attendance records, teachers' planning documents and the records kept on individual pupils were examined.
178. Inspectors scrutinised the current and past work of a representative sample of pupils in each year group, and looked at the work of other pupils during their classroom visits. Classroom displays, individual education plans for pupils with special educational needs and teachers' assessment records were examined. A representative sample of pupils were heard to read. Other groups of pupils were interviewed to find out what work they had covered in certain subjects. In addition, many informal conversations were held with pupils in the classroom and at break-times.

DATA AND INDICATORS**PUPIL DATA**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	297	7	78	103
Nursery Class	24.5	0	0	0

TEACHERS AND CLASSES**Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent)	13.6
Number of pupils per qualified teacher	21.84

Education support staff (YR – Y6)

Total number of education support staff	19
Total aggregate hours worked each week	320

Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent)	0
Number of pupils per qualified teacher	–

Education support staff (Nursery class)

Total number of education support staff	2
Total aggregate hours worked each week	45

Average class size:	27
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FINANCIAL DATA

Financial year:	1998 / 99
Total income	£641,099
Total expenditure	£723,105
Expenditure per pupil	£2,295
Balance brought forward from previous year	£119,081
Balance carried forward to next year	£37,075

PARENTAL SURVEY

Number of questionnaires sent out:	297
Number of questionnaires returned:	75

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	30	61	3	4	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	51	43	4	3	0
The school handles complaints from parents well	21	63	11	6	0
The school gives me a clear understanding of what is taught	36	55	4	5	0
The school keeps me well informed about my child(ren)'s progress	44	45	3	5	3
The school enables my child(ren) to achieve a good standard of work	45	48	7	0	0
The school encourages children to get involved in more than just their daily lessons	28	57	11	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	34	47	5	15	1
The school's values and attitudes have a positive effect on my child(ren)	35	56	4	5	0
The school achieves high standards of good behaviour	41	53	1	1	3
My child(ren) like(s) school	63	32	4	1	0