

INSPECTION REPORT

LEE MANOR SCHOOL

Leahurst Road, Lewisham

LEA area: Lewisham

Unique reference number: 100693

Headteacher: Mrs Barbara Smith

Reporting inspector: Revd Malcolm Childs
20142

Dates of inspection: 3 – 7 April 2000

Inspection number: 187693

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior school with Nursery

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Leahurst Road
Lewisham
London

Postcode: SE13 5LS

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Malcolm Snell

Date of previous inspection: 22 April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Malcolm Childs	Registered inspector	Religious Education	What sort of a school is it?
		English as an additional language	How high are standards?
			How well are pupils taught?
John Edmond	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Christopher Bolton	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Geography	
		History	
		Equal Opportunities	
Jacqueline Cousins	Team inspector	Mathematics	
		Design and Technology	
		Physical Education	
Terence Payne	Team inspector	Science	
		Art	
		Music	
		Special Needs	
Shelagh Halley	Team inspector	Under Fives	How well is the school led and managed?
		Information Technology	

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is larger than most primary schools, with 401 pupils against the average size nationally of 226 pupils. Of these 197 are boys and 204 are girls. A further 30 children attend the nursery, some of them on a part-time basis. Seventy-five per cent of the pupils are white. The catchment area of the school is mixed and not dominated by any one socio-economic group.

Seventy-three pupils of statutory school age (18 per cent) are currently identified as having some degree of special educational needs, which is broadly average. Of these 21 are on the higher stages (3 – 5) of the Special Educational Needs Code of Practice. A further 6 children in the nursery have some degree of special educational need and two of these are on the higher stages. Four pupils of statutory school age and one child in the nursery have statements of special educational need. This is below the national average. The proportion of pupils with special educational needs was approximately 25 per cent of the school roll at the time of the 1999 National Curriculum standard tests and assessments. Fifty-three pupils (17 per cent) have English as an additional language which is well above average. Of these, 17 are at an early stage of additional language acquisition.

HOW GOOD THE SCHOOL IS

Lee Manor School is a good school with many very good features. Attainment levels have declined over time at the end of Key Stage 1 and in 1999 at the end of Key Stage 2. However, the school has monitored the reasons for this very closely and the relatively new senior management team has taken effective steps to improve the quality of learning and raise levels of attainment. Indeed the high quality of the evidence presented in relation to the reasons for changes over time in attainment levels is just one indication of the very good leadership of the headteacher, senior staff and governing body. The teaching is good overall and is effectively addressing issues relating to standards caused in part by relatively high pupil mobility. The school provides good value for money.

What the school does well

- The leadership and management of the headteacher and key staff are very good, and the governing body is very effective in exercising its responsibilities.
- The pupils' understanding of the impact of their behaviour on others is very good and they show great respect for feelings and beliefs that are different to their own.
- Pupils show plenty of initiative and exercise personal responsibility well.
- Relationships within the school are very good and the provision for personal, social and health education is very good.
- The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is a strength of the school.
- The school makes very good provision for monitoring and promoting good behaviour and eliminating oppressive behaviour.
- The school has very effective links with its parents.
- The quality of teaching and learning is good overall.

What could be improved

- Although satisfactory overall, and good in English and mathematics, monitoring and assessment procedures are not applied consistently across the school.
- Monitoring and assessment procedures are not yet used to provide individual targets for improvement for pupils, other than those with special educational needs and/or English as an additional language.
- Marking is of inconsistent quality.
- Leaking roofs, poor acoustics and the inadequate size of some classrooms are having an adverse effect on the quality of learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1996. At that time there was insufficient challenge for higher attaining pupils. Schemes of work were not in place for the non-core subjects and the National Curriculum programmes of study were not being fully covered in information technology. Standards in information technology were below average at the end of both key stages. There was insufficient evidence to judge attainment in religious education at the end of Key Stage 1, but it was below average at the end of Key Stage 2. Teachers' subject knowledge was insecure in a number of subjects such as information technology. Information for parents about the attainment of their children was insufficient and there was no homework policy. Finally, the governing body's role in monitoring the curriculum was underdeveloped.

The school has made good progress since 1996, and all the key issues have been effectively addressed.

Improvements in the quality of teachers' planning has led to a better match of work to the prior attainment of individual pupils, including those of high attainment. Nevertheless, the school has recognised the need to refine its monitoring and assessment procedures further, so that more focused individual targets for improvement can be provided for all pupils. An effective policy for high attaining pupils is in process of being introduced.

The school is making good use of the guidance provided by the National Literacy and Numeracy Strategies and other national guidance for subjects such as information technology, design and technology and geography. Appropriate schemes of work are also in place for science, art, history, music and physical education. The school is making very good use of the new Locally Agreed Syllabus for religious education.

The quality of teaching has improved; a higher proportion is good or better, and this improvement is due in part to increased subject knowledge. This is especially evident in information technology and religious education, where standards have risen.

A satisfactory homework policy underpins a level of homework provision that is broadly in line with national guidelines. Good quality information is now given to parents about the progress being made by their children and the quality of the annual written reports is very good.

The governing body now carries out all its responsibilities, including monitoring of the curriculum and the setting of targets for improvement, very well.

Given the very good leadership of the school by the headteacher, senior staff and governing body, the school's capacity for improvement is good.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	B	E	D	well above average A above average B average C below average D well below average E
Mathematics	C	A	D	C	
Science	A	B	D	D	

The table shows that standards for eleven-year-olds in English and mathematics improved between 1997 and 1998 when compared with the average for all schools, while those for science fell in the

same period. The proportion of pupils attaining the target Level 4 or above improved in all three subjects between 1997 and 1998. When compared with the average for similar schools attainment in 1999 was below average in English and science and average in mathematics. More significantly when the standards achieved by pupils in 1999 are compared with their attainment in the National Curriculum tests and assessments that they took at the end of Key Stage 1 they have made average in progress in all three subjects.¹ Over time there has been an improving trend in these subjects which is similar to the rate of improvement nationally. The present Year 6 is currently on course to attain results in English, mathematics and science at Level 4 or above which are in line with the national average for 1999, and the school intends to raise these standards to achieve its published targets by the end of the year.²

The school has published targets for improvement in attainment in English and mathematics for 2000 at the end of Key Stage 2, which are judged to be appropriately challenging³.

Attainment in information technology is average by the end of Key Stage 2 and that for religious education is in line with the requirements of the new Locally Agreed Syllabus. Attainment in other subjects is also average in Key Stage 2.

There has been a declining trend in attainment in reading, writing and mathematics at the end of Key Stage 1 over time, with the proportions of pupils achieving Level 2 or above falling below the national average for the first time in 1999. This trend has been reversed and attainment in all subjects is now average in Key Stage 1, with the exception of music, where attainment is above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils like school and generally enjoy their lessons.
Behaviour, in and out of classrooms	Behaviour in lessons is good overall and is very good in the best lessons. Pupils behave well in the playground and around the school. Their behaviour in the final whole school assembly observed was exemplary.
Personal development and relationships	Very good. Pupils have a mature understanding of their moral and social responsibilities and they relate very well to each other and the adults in the school.
Attendance	Satisfactory. Slightly above the national average.

¹ The school was able to provide convincing evidence that the attainment of the majority of pupils leaving the school was higher than that of the majority of those joining. This evidence forms part of the evidence base upon which judgements on the quality of teaching and learning and standards have been based.

² High pupil mobility between the end of Key Stage 1 and the end of Key Stage 2 is an important factor here. For example, in 1999 the proportion of pupils who had joined the school after the reception year was 26 per cent. Similarly the proportion in the present Year 6 is 17 per cent. In both cases the majority joined the school from Year 2 onwards.

³ The proportion of pupils to achieve Level 4 or above in:

English	78 per cent
Mathematics	75 per cent.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and ranges from excellent to unsatisfactory. In the lessons observed teaching was satisfactory or better in 92 per cent, with the proportion of unsatisfactory teaching, at 8 per cent, remaining the same as at the time of the last inspection. Fifty-seven per cent of teaching was good or better, 40 per cent was good, 15 per cent was very good or better and 2 per cent was excellent. The proportion of teaching that is good or better has increased significantly since the time of the last inspection. The small proportion of unsatisfactory teaching was found primarily in two classes, one in Year 1 and the other in Year 4, although one untypical lesson was observed in Year 6. The quality of teaching in English and mathematics is good across both key stages. Secure subject knowledge, increasingly effective monitoring of teaching by the senior management team and the effective introduction of the National Literacy and Numeracy Strategies have all influenced the quality of teaching and learning, leading to the improvements in attainment that were evident during the inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum has kept its breadth and balance in spite of the pressures on time created by national initiatives such as the Literacy and Numeracy Strategies.
Provision for pupils with special educational needs	Good. The co-ordination of the subject is very good and all teachers see themselves as teachers of special needs.
Provision for pupils with English as an additional language	Very good. Work in this area is very well co-ordinated with all teachers contributing effectively to the support of pupils with English as an additional language. Special days such as that held for Turkish families have been very successful in raising pupils' self-esteem.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the spiritual, moral, social and cultural development of pupils is a strength of the school and is of consistently high quality across both key stages.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good overall. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour such as bullying are very good.

The school works very effectively with parents to improve the quality of learning and raise levels of attainment.

The quality and range of learning opportunities offered by the school are good. All areas of the curriculum meet statutory requirements, including the requirement for a daily act of collective worship.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, her deputy and the senior management team have a very clear idea of the way in which the school needs to develop. Their effectiveness is responsible for the many very good features of the school and for the effective way in which issues of attainment are being addressed.
How well the governors fulfil their responsibilities	Very good. The governing body exercises all its statutory responsibilities well. Governors act as the school's critical friends, they are knowledgeable about what is going on and together they effectively monitor all aspects of the school's work and have set challenging targets for improvement that are included in the school development plan.
The school's evaluation of its performance	Satisfactory The monitoring and evaluation carried out by the headteacher and senior management team have become increasingly effective. This is apparent in the improvements that have taken place in teaching since the last inspection. Nevertheless teacher peer group monitoring would benefit from clearer objectives.
The strategic use of resources	Financial administration and control are efficient and the school seeks to get best value in all its financial transactions. The school office is very efficient in all aspects of its work. Successful fund raising and the obtaining of a number of grants have enabled the school grounds to be made attractive for both learning and play. The good level of resourcing is also an indication of the effective way in which finance is used to support the curriculum.

There are sufficient appropriately experienced and qualified teaching staff to teach the primary curriculum well and the provision of learning support staff is also good. Resource provision is good in English, mathematics, design and technology, history, physical education and religious education. It is satisfactory in all other subjects, with the exception of information technology where resource provision is unsatisfactory. Resourcing for information technology will improve as soon as the resources to be provided under the National Grid for Learning initiative become available later this year. The accommodation is unsatisfactory, with leaking roofs, poor acoustics and some classrooms of inadequate size - all adversely affecting the quality of learning and levels of attainment.

The leadership and management of the school is very good, the school rigorously endeavours to achieve the best value for the money it spends and it is providing good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children like school. • The progress that their children make. • The good behaviour. • The quality of teaching. • The school's high expectations of children. • The close links that the school has established with parents. • The way in which the school encourages children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Some parents believe that there is too much homework, while others believe that there is not enough. • The amount of information they receive about their child(ren)'s progress.

The inspection team endorses the positive view of the school expressed by most parents.

In Key Stage 1, the range of activities provided outside lessons is satisfactory, and it is good in Key Stage 2.

The provision of homework is satisfactory and broadly in line with national guidelines.

The information provided to parents is good and the annual reports are very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

The foundation stage:

1. Children's attainment is broadly average when they enter the nursery at three years of age, although there is a wide variation between individual pupils. Effective teaching and good learning opportunities mean that children attending the nursery are well on target to achieve the requirements of what will become the early learning goals⁴ from September 2000 by the time they are five. Children from the nursery make up approximately half the children under five who enter the two reception classes, with other children entering with similarly average levels of attainment. However, baseline assessment shows that attainment levels are slightly below average in language and literacy. Satisfactory teaching with many good features ensures that by the time they are five nearly all children achieve the targets of the desirable learning outcomes in language and literacy, knowledge and understanding of the world and physical development. Many do better than this in mathematics, personal and social development and creative development and achieve the targets in these areas of learning before they become five.

Key Stages 1 and 2:

2. Pupils' performance in the statutory tests for seven-year-olds in reading has declined year on year since 1996, although it was only in 1999 that the proportion of pupils achieving the target Level 2 fell well below the national average. After a rise between 1996 and 1997 standards have also fallen each year in writing and mathematics, with the proportion of pupils achieving the target Level 2 also falling below the national average for the first time in 1999. When compared with similar schools⁵ the 1999 results were below average in reading and mathematics and average in writing. However, when the four years 1996 to 1999 are considered together, the performance of pupils was close to the national average in reading. It was well above in writing and above in mathematics. Over this period the performance of girls was better than that of boys in reading and writing with both doing similarly in mathematics.
3. There are no statutory tests in science at the end of Key Stage 1, but teacher assessments show a similar trend over time to those observed in reading, writing and mathematics. However, unlike the other core subjects, attainment in science remained just above the national average in 1999.
4. With the exception of 1999, when standards fell below the national average, the standards achieved by eleven-year-olds in English, mathematics and science have risen year on year since 1996 and were above the national average in English in 1998 and in mathematics and science in 1997 and 1998. When the proportion of pupils achieving the target Level 4 or above is compared with the national average the 1999 results were well below average in English and below average in mathematics and science. When the school's results are compared with the average for similar schools they are below average in English and science and average in mathematics. When the four years 1996 to 1999 are considered together, the performance of pupils was below the national average in English and close to the national average in mathematics and science. In all three subjects the performance of girls was better than that of boys, with the girls' attainment close to the national average, while that of the boys was well below. However, over time, attainment in the core subjects has been improving at a similar rate to that recorded for all schools nationally.
5. In lessons observed during the inspection there was no significant difference in the attainment of boys and girls, and this is felt to be an indication of the effective steps taken by the school to

⁴ Currently the desirable learning outcomes in language and literacy, mathematics, knowledge and understanding of the world, creative development, personal and social development and physical development. These are targets to be achieved by children by their fifth birthday.

⁵ Schools where more than 25% and up to 35% of pupils are eligible for free school meals.

monitor the performance of boys very closely. Certainly teachers across the school are aware of the differences in attainment between girls and boys that have been recorded over time and are making a conscious effort to address them. In addition the proportion of good or better teaching has risen since the last inspection and this is beginning to have a positive effect on attainment, so that levels of attainment in the core subjects at the ends of both key stages are on target to rise this year.

6. The headteacher and her staff have been monitoring trends in attainment in both key stages since her appointment in September 1997.⁶ The school has produced convincing evidence that much of the variation in the proportions of pupils attaining the target levels at the end of each key stage has been due to variations in the proportions having special educational needs and/or English as an additional language in different cohorts of pupils. In addition pupil mobility has been higher in some years than others.⁷ There were particular difficulties associated with the proportion of pupils having special educational needs at the end of Key Stage 2 in 1999 which were a significant factor in the reversal of the upward trend in attainment that has been otherwise evident. The school has already recognised that in order to improve the quality of learning further and raise levels of attainment there is a need to refine the monitoring and assessment procedures that are in place so that pupils can be given individual targets which they can understand and achieve. The school has published the following targets for improvement in attainment in English and mathematics for 2000 at the end of Key Stage 2, which are judged to be appropriately challenging:

The proportion of pupils to achieve Level 4 or above in:	English	78 per cent
	Mathematics	75 per cent.

7. Attainment in literacy skills is below average when children enter the nursery and reception classes. However, children presently under five in the reception year are on target to achieve the desirable learning outcomes in language and literacy by the time they become five. Taking into account their attainment on entry the quality of learning for pupils in Year 2 has been good and their attainment is average for their age, with some evidence that the small proportion of higher attaining pupils are having their needs more effectively addressed than was the case at the time of the last inspection. Similarly the quality of learning for pupils in the present Year 6 is judged to have been good between their entry into the reception year and the end of Key Stage 2. Their attainment is also judged to be average for their age. The small number of high attaining pupils are having their needs more fully addressed in teacher planning and through the provision of extension materials.
8. Overall the quality of learning in English is good across the school and is often very good, although it was unsatisfactory in one lesson in Year 4. The impact of this is that pupils enjoy this subject and this is reflected in their learning. Attainment in speaking and listening is above average by the end of Key Stage 2. This represents significant improvement over time, with most pupils being good listeners and confident speakers by the time they leave the school. Similarly, the majority of Year 6 pupils are reading confidently, although standards are average overall. They show a sound understanding of different forms of literature, are beginning to develop skills of inference and deduction, and are able to use a reference system successfully. Enjoyment of writing is evident across the school, even where pupils with English as an additional language find written tasks initially very challenging. This success is achieved through a careful match of task and expectations to the needs of individual pupils. Although attainment remains average, pupils confidently draft and revise their work and they write well for a range of different purposes. They understand a range of narrative and literacy techniques used by authors, such as Shakespeare and Oscar Wilde. However, although they have improved since the last inspection standards of handwriting and spelling remain below average.

⁶ She had held a number of other positions in the school over the previous 7 years, including that of deputy headteacher.

⁷ Evidence included a detailed analysis of baseline assessment, teacher assessments, records of pupils having special needs and/or English as an additional language, non-statutory standard attainment tasks, records of pupil mobility, pupil eligibility for free school meals and social indicators related to residence. The school record show that a significant proportion of pupils who join the school after reception bring some degree of special educational need with them.

9. The school has set challenging targets for improvement in the proportions of pupils attaining Level 4 or above at the end of Key Stage 2, and is on course to achieve these because of the effective way in which the National Literacy Strategy has been introduced. The effect of good literacy teaching was evident in other subjects such as geography and religious education, when pupils were seeking evidence from written texts.
10. In mathematics the quality of learning is satisfactory in Key Stage 1 and it is good in Key Stage 2.⁸ Attainment is average at the end of both key stages. The National Numeracy Strategy is being effectively introduced and this is raising levels of attainment. Increased competence in numeracy is also bringing benefits to subjects such as geography and science. The quality of the teaching of mental mathematics and the use of mathematical investigation make a positive contribution to the quality of learning and levels of attainment. The school has set appropriately demanding targets for raising the proportion of pupils attaining Level 4 or above and is on course to achieve them.
11. Attainment in science is average at the ends of both key stages, although pupils are better able to explain what they know orally than in written form. The quality of learning of the present Years 2 and 6 has been satisfactory and by the end of Key Stage 2, pupils have secure understanding of such scientific principles as that of a fair test. In addition, most have satisfactory understanding of all the elements of the Year 6 curriculum that they have studied so far, and are able to present their findings clearly in diagrammatic form.
12. The quality of learning in information technology is satisfactory across the school and standards are average at the end of both key stages, in spite of the relatively poor provision of equipment. This represents an improvement since the last inspection. Secure subject knowledge enables the teachers to give the pupils the full range of skills required by the National Curriculum programmes of study with aspects such as data handling being used effectively in subjects such as mathematics, science and geography.
13. The quality of learning in religious education has improved since the last inspection and standards are in line with the requirements of the new Locally Agreed Syllabus by the ends of both key stages. The insights provided by this subject are used well by teachers and pupils in other subjects, such as geography and history where other cultures and ways of life are being considered.
14. The quality of learning is satisfactory and attainment is average across the school in art, design and technology and geography. The quality of learning is good in history and physical education, and attainment is average in both key stages. The quality of learning is good for music in Key Stage 1 and attainment is above average. The quality of learning in music is satisfactory and attainment is average in Key Stage 2. This represents an improvement since the last inspection in physical education across the school and in music in Key Stage 1.
15. Effective curriculum leadership by the co-ordinators concerned and a commitment by the whole staff, who see themselves as teachers of both special educational needs and of English as an additional language, means that the quality of learning of these pupils is good and they achieve standards that are appropriate for them. In the case of pupils with special educational needs the standards achieved are promoted by the carefully structured targets in their individual education plans. This applies to pupils with emotional, behavioural, medical and sensory difficulties.
16. Pupils with special educational needs show positive attitudes and usually behave well, although sometimes their behaviour is challenging, but teachers have clear strategies to deal with this. Pupils are appreciative of the extra help that they receive from staff. Circle time⁹ and

⁸ When the proportions likely to attain Levels 2 and 4 or above respectively, are compared with the proportions who attained these levels in the National Curriculum Standard Tests and Assessments in 1999.

⁹ Circle time is an opportunity for children to share experiences and concerns in an atmosphere of total trust. The class will have agreed rules about what may and what may not be said.

golden time¹⁰ have a high profile; these strategies are used widely and effectively to help promote good behaviour and relationships.

17. By the end of Key Stage 2 pupils with English as an additional language, who have spent a reasonable amount of time in school, are attaining at levels appropriate for their ability.

Pupils' attitudes, values and personal development

18. Parents consider that staff successfully maintain high standards of behaviour and the inspection findings support this view. The behaviour and attitudes of pupils seen during the inspection were satisfactory or better in 91 per cent of lessons and were often very good. In the lessons observed, the response of pupils was good in 46 per cent, and very good or excellent in 20 per cent. The small amount of unsatisfactory behaviour seen was spread fairly equally between the two key stages, but there was none in Under Fives lessons.
19. Pupils enjoy coming to school. Their attitudes to learning are positive, especially when the teacher has high expectations, as seen. However, where teachers' expectations are low or their class control skills are not fully developed, some pupils' attitudes deteriorate, leading to excessive noise or disruption and to unsatisfactory learning: examples of this were noted in a Key Stage 2 science lesson and in a Key Stage 1 information technology lesson. In some classrooms, poor acoustics contribute to an unsatisfactory learning environment. Most pupils concentrate well, and their brisk pace of working and good relationships with the teacher and with each other help promote good order. Pupils co-operate well in pairs and in groups, and concentrate hard. Pupils' capacity to work independently and to persevere is good. Very good behaviour was seen in a circle time session for pupils with special needs. Pupils have a strong desire to improve their work and take pride in the finished product, as is obvious from the art and design and technology displays around the school. Good and very good behaviour makes a major contribution to the learning of pupils.
20. Behaviour round the school is civilised, with pupils behaving well when arriving at and leaving school, and walking quietly between lessons and to assembly. They behave well when lining up for lessons and queuing for and eating dinner. They play constructively at break time within the restricted playground space available and use the play equipment provided sensibly. Respect for property is high and no litter or graffiti were seen.
21. Last year there was only one permanent exclusion and 14 temporary ones, relating in all to eight pupils. The school has introduced sensible measures for identifying those at risk of exclusion and for doing all it can to keep them at school. Those excluded temporarily are out of school only for one or two days and are re-integrated unobtrusively. The school maintains proper records of exclusions.
22. The school impresses on new pupils and their parents the need to consider others, and most pupils react positively. Respect for others' feelings, values and beliefs is generally high, and pupils are very supportive of those with special educational needs. There were many good examples of pupils of different races co-operating well in class and playing happily together at break.
23. Many pupils take an active part in school life. For example there is enthusiastic and very mature support from the School Council and pupils carry out their many classroom and school responsibilities assiduously. The levels of take-up of extra-curricular activities are good.
24. Relationships between staff and pupils are good, especially where teachers' expectations are high. Pupils are courteous to each other and friendly to staff. They relate positively to each other and work well together in lessons. Pupils react politely when addressed; they are friendly and helpful to visitors and eager to show them round. The last inspection report came to

¹⁰ Golden time is an opportunity for pupils to spend time doing an activity that they particularly enjoy as a reward for good work and / or trying hard to improve throughout the week.

similar conclusions on the quality of behaviour, noting the harmonious relations between all ethnic groups.

25. Pupils' attendance at 94.7 per cent, is slightly above the national average. The rate of unauthorised absence at 0.3 per cent is slightly below the national average and is mainly due to a small number of pupils. The level of attendance has improved since the last inspection. Satisfactory attendance has a positive effect on the attainment and progress of pupils.
26. Teachers are in their classrooms in good time. Lessons start punctually in the morning and after breaks. Pupils are on time at the start of the day and display a responsible attitude to punctuality.

HOW WELL ARE PUPILS TAUGHT?

27. The quality of teaching is good for the Under Fives and across both key stages. It was satisfactory or better in 92 per cent of the lessons observed and unsatisfactory in 8 per cent. It was good or better in 57 per cent of lessons and very good or better in 17 per cent. Two lessons in music were judged to be excellent. This is a significant improvement on the position at the time of the last inspection, when only 2 per cent of lessons were very good or better and the majority of teaching was satisfactory. The proportion of unsatisfactory teaching was the same. Teachers' subject knowledge across the curriculum is now good, whereas the previous inspection found that there were weaknesses in design and technology, geography, information technology and religious education.
28. The general consistency of teaching in English, mathematics and science is an important factor in the levels of attainment being achieved and the satisfactory to good quality of learning observed (good across the school in English and in Key Stage 2 for mathematics). Teaching was unsatisfactory in one English lesson and one science lesson, but neither was typical of the teaching overall in these subjects. Indeed, in English, three-quarters of lessons were good or better and a quarter were very good. In mathematics and science half of the lessons observed were good, with the remainder satisfactory in mathematics and, with one exception, in science. Two thirds of lessons were good or better in religious education and three-quarters were satisfactory or better in information technology. One unsatisfactory lesson was observed in each subject. With the exception of one untypical lesson in Year 6, all the unsatisfactory teaching was in one class in Year 1 and one class in Year 4. Only a small number of lessons were seen in other subjects, but the same positive picture emerges, with teaching judged satisfactory in both key stages in art and geography. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2 in design and technology and music; it is good across the school in physical education.
29. The best teaching in English, for example in Year 6, saw a brisk start to the literacy hour with very clear objectives that were shared with the pupils. Very good subject knowledge, accompanied by energetic presentation focuses pupils' attention and skilfully draws out and extends their prior knowledge. There is a good match of task to pupil from those of high attainment to those with special educational needs. A particular strength is the way in which pupils with English as an additional language are given full access to the curriculum from the moment they start at the school. Across the school, teachers' joint planning is good in English and they show secure understanding of the requirements of the National Literacy Strategy. Similar strengths are present in the teaching of mathematics with, once again, the best teaching observed in Year 6, with other good teaching observed in other year groups including Year 2. A particular strength in mathematics is the secure understanding of most teachers of the underlying principles of the National Numeracy Strategy. In the majority of lessons observed, teachers planned well, provided pace and showed high expectations through a good level of challenge. Teachers make effective use of numeracy skills in subjects such as design and technology, geography and science, although historical links with concepts such as time are not well developed. Good teaching in science is present in most year groups. For example, in Year 1, the study of sound was made a valuable experience through the secure subject knowledge of the teacher, combined with a firm, but fair approach. A characteristic of such lessons is the effective use of questioning to probe and clarify pupils' thinking. The small

amount of unsatisfactory teaching in Year 6 was not typical, but the unsatisfactory teaching in one class in Years 1 and 4 was the result of poor pupil management skills leading to a less than satisfactory quality of learning. However, in both classes, teachers' subject knowledge and planning was good.

30. Teachers' expectations are good for the Under Fives and in Years 5 and 6 and satisfactory in most other classes. Consistently satisfactory or better teaching brings a positive response from pupils which is enhancing the quality of learning. With few exceptions, they respond positively to the challenges provided and the generally brisk pace of lessons. Their good behaviour results from the stimulation provided by teachers as well as the effective use of positive discipline. The challenging nature of many of the discussions observed in subjects such as English and religious education is an indication of the importance teachers in all classes place upon providing opportunities for pupils to think for themselves. By Year 5 a measure of the success of teaching in the earlier years is the good level of responsibility that pupils are able to take for their own learning. Across the school teachers expect pupils to exercise a degree of self-discipline that might not be automatic for many of them outside school.
31. The teaching of pupils with special educational needs is good and the very good teaching of both co-ordinators sets high standards in giving support to pupils. The teacher responsible for co-ordinating support for pupils with English as an additional language is also providing very good leadership. A measure of the very good leadership of these aspects is the way in which all staff see themselves as teachers of special needs and English as an additional language, and see these areas of challenge as positive features of their work. All teachers know the content of pupils' individual education plans and act upon them. Teachers are committed and enthusiastic. They plan varied and interesting tasks which match the needs of the pupils and relate to their individual education plans. They liaise well with class teachers and other support staff. Pupils are taught sensitively to develop their confidence and relationships are very good. They adopt realistic expectations and encourage pupils with ample praise; they make it very clear how they can improve their work. Support staff assist pupils to make good progress but, although they have received some training, there is a need for additional in-service training for classroom assistants. The school believes that an appropriate range of external support is given by the educational psychologist, speech therapist, occupational therapist, mobility officer, school doctor and teachers of the visually impaired and those who give support to pupils with emotional and behaviour difficulties.
32. Formal and informal monitoring of teaching introduced by the present headteacher and deputy headteacher is an important factor in the increased proportion of teaching that has become good or better since the last inspection. Although underdeveloped as yet in terms of clear objectives, the introduction of peer mentoring and observation has increased the confidence of teachers in their own and others' abilities. Direct and indirect monitoring of teaching and the quality of learning by subject co-ordinators, particularly in English, mathematics and science has also helped to raise the effectiveness of teaching. Where teaching is less satisfactory, the school has already put in place appropriate procedures for providing support and monitoring its effectiveness.

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

33. Spiritual, moral social and cultural provision has become an even greater strength since the last inspection. Although there is no written policy, the very good aims and values permeate the whole life of the school from the nursery upwards.
34. The quality and range of the learning opportunities are good throughout the school. The procedures for introducing children to school are very good and help children and parents to feel involved very quickly. Although less time is spent on the foundation subjects because of national initiatives in numeracy and literacy, the curriculum overall is appropriately broad and balanced. It meets the needs of all the pupils in the school, including the higher attaining pupils, those with special educational needs and pupils with English as an additional language. The curriculum meets statutory requirements for all subjects and the Locally Agreed Syllabus

for religious education. This breadth and balance is supported by schemes of work which have been satisfactorily completed since the last inspection, and these help to ensure pupils make appropriate progress as they move through the school. Teachers' plans also help make connections between different subjects and encourage transfer of skills, for example in English and history. Appropriate priority is given to the National Literacy Strategy effectively to raise standards in English. The school has made a good start in implementing the National Numeracy Strategy, which is promoting pupils' progress in mathematics. The very good planning for personal, social and health education, drug awareness and sex education helps to ensure that the pupils' personal development is addressed well.

35. The school's provision for equality of access and opportunity for all its pupils is good and remains a strong feature of the school since the last inspection. Good opportunities are provided for pupils with special educational needs and English as an additional language to ensure that they have full access to the curriculum. They are supported well in classrooms and have good additional support outside the classroom as appropriate. They are sometimes withdrawn from classes to receive specialist help and sometimes they are supported in classes. In many lessons, teachers organise tasks to suit different abilities. Higher attaining pupils are challenged well in the classrooms, through developmental questioning and activities that extend their thinking.
36. Provision for spiritual development is very good. Religious education makes a good contribution and the act of collective worship celebrates all the festivals of the major world religions, for example, Diwali and Chinese New Year. Pupils thus learn to understand and respect the religious beliefs of others. They are encouraged to explore their thoughts and feelings in discussions in lessons and circle time, in the use of dance and drama in assemblies, and when they respond in painting to experiences like listening to Beethoven's 'Pastoral Symphony.' There are many opportunities for them to reflect on and evaluate their own responses. The spiritual and cultural quality of the act of collective worship could be improved by a greater use of music and singing, although the quality of singing in the sharing assembly on the Friday morning was excellent. There are as yet insufficient opportunities for free painting and music making.
37. Provision for moral development is very good. From their earliest days in the school, pupils begin to understand the difference between right and wrong, between acceptable and unacceptable behaviour. Pupils discuss their school and classroom rules with their teachers at the beginning of the school year, and understand and appreciate the fair systems for rewards and sanctions. They discuss moral and social issues during religious education lessons and circle times. The independence in learning begun in the nursery is built upon in the later stages. For example, pupils in the reception classes self-register themselves for school dinners and older pupils select and collect their own resources.
38. Provision for social development is very good. The racial harmony within the school is quite remarkable, contributing to the very good quality of relationships between pupils, and pupils and adults. In this respect, teachers and other adults in the school set a very good example, and relationships are particularly good in the way in which pupils accept those with special educational needs, some of whose difficulties are quite severe. Pupils are given the opportunity to air their views about the school in the regular meetings of the School Council, which is currently engaged in working to improve the conditions of toilet provision. In all classes, pupils work very well together and a particularly good example of this was seen when Year 6 shared books with Year 2, discussing the books animatedly and exchanging ideas for writing books of their own. They are very proud of their playground environment and enjoy planting trees and flowers, and taking care of them as they grow. Social awareness is effectively raised in the gathering of money for charities at home and abroad, such as the Blue Peter Appeal and Comic Relief. Occasionally, there are special collections for charities close to home, as when the children raised money for the Marie Curie Cancer Fund in memory of a much-loved teacher who died.
39. Provision for cultural development is very good. The richness of the diversity of cultures within the school is well celebrated with many events which cross the boundaries of the different communities living around the school, and this is a very good preparation for life in multicultural Britain. During their work on 'On the line' activities, pupils have the opportunity

to work successfully with musicians and artists from Africa and India. Their Internet links with schools in Japan, New Zealand and Africa increase their knowledge and understanding of the global community. Pupils increase their knowledge and understanding of the art, literature and music of many differing cultures through visits to museums, theatres and art galleries, and this leads to further respect and value for other cultures. There are, however, insufficient opportunities for studying the contributions of other cultures to mathematics, science and information technology.

40. The school offers all pupils a broad and balanced personal, health and social education programme, which contributes substantially to their personal development. This may take the form of a weekly circle time session or a lesson in health, social or drugs education. It also includes an exceptionally effective and well run School Council, which promotes sensible and mature discussion on such sensitive matters as racism. The policy for sex education meets statutory requirements. The teaching of health education is good and pupils absorb what they are taught; for example, in a Key Stage 2 lesson on alcohol and tobacco they were remarkably clear on the effects of both substances and on people's reasons for taking them.
41. The school already provides a number of popular sporting and cultural extra-curricular activities, intended principally for pupils in Key Stage 2, and is actively planning to extend the range. The school welcomes a number of visitors, such as an artist in residence and a puppet theatre, to extend pupils' experience and perceptions of life. Particularly good use is made of resources within the community to provide a wide range of planned activities, all of which contribute positively to pupils' learning. A good range of historical, geographical and scientific visits takes place, including a Year 6 stay at a residential centre. These broaden pupils' experience and bring relevance to the curriculum. The school has constructive links with another in Ghana, which enhance the pupils' understanding of citizenship. The school is a member of a well developed partnership of local schools, which work together well to support the curriculum. Good links have been established with two local secondary schools: a joint music festival is held with one and pupils visit the other for extension science activities. The school has endeavoured to establish links with the large numbers of other secondary schools to which pupils transfer at the age of eleven. Good contacts have been formed with local businesses, such as London Electricity which has been involved in several environmental projects.
42. The last inspection report noted that the school made good provision for personal and social development and reported that there was a wide range of extra-curricular activities. This continues to be the case.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school complies fully with child protection guidelines, and liaison arrangements with external agencies are good. It supports pupils with special educational needs very effectively to meet the targets set in their individual education plans and statements. The last report criticised the school for appointing a part-time teacher as child protection officer. This weakness has been rectified.
44. Legal requirements for health and safety are met. There is an effective policy which is backed up with full risk assessments, as necessary, and with sensible and regular inspection procedures, in which the chair of the governors' premises committee takes part. Provision for medical care and first aid are appropriate and there is a room where sick pupils can lie down. Regular tests are carried out on all types of equipment. Two health and safety matters of continuing concern to the school are roof leaks, that cause slippery floor conditions, and poor classroom ventilation due to rotting windows that cannot be opened. The last inspection reported that the school had sound policies and procedures for health and safety.
45. Support and guidance to pupils and provision for their welfare is effective. Assemblies and religious education lessons help pupils to develop a moral sense and to be responsible. This approach makes a very positive contribution to educational standards and helps pupils to feel happy and secure. The school has a very welcoming and friendly atmosphere. Class teachers know their pupils very well and pupils confidently turn to them, the headteacher or other staff for help. As pupils are regularly consulted through a questionnaire, the school is well aware of what concerns them and what developments, such as new clubs, they would like introduced.
46. Sound assessment procedures are in place, though these are largely informal in some non-core subjects. There are good systems to assess pupils' achievements in English and mathematics. Teachers make accurate assessments of pupils' end of key stage results. Class teachers have a clear picture of pupils' strengths and areas for development. These are recorded on the detailed end of year reports for parents which are of very good quality. Pupils' attainment in information technology is not recorded on assessment sheets showing comparisons with national norms. The school has recognised the need to improve formal assessment procedures in science, information technology and religious education.
47. All assessment results are monitored for differences in background, gender, or race, and this information is beginning to impact on the curriculum and teaching practices. Test results showed that pupils were not achieving sufficiently highly in their writing and the school timetable now includes opportunities for pupils to develop their work with the assistance of primary helpers in certain year groups. In English a special Year 6 class has been introduced using booster money for standard assessment tasks (SAT's) preparation and in mathematics this additional funding has allowed setting into ability groups to be introduced to Year 6. These strategies have resulted in pupils of all abilities being given challenging work and one third of pupils in the year group are currently working at above average levels. These initiatives have yet to be evaluated in the light of test results, but the evidence of the inspection is that levels of attainment at the end of both key stages has improved. Teachers meet regularly to agree levels of attainment on pupils' work for English and mathematics enabling teacher assessments to be more accurate. Pupils' academic and behavioural achievements are acknowledged in "Sharing" assemblies and teachers work hard to ensure that all pupils receive recognition of their effort.
48. There are good procedures for monitoring the attainment and progress of pupils with special educational needs. There are termly reviews of their individual education plans to ensure that they suitably placed at the appropriate stage on the special needs register.
49. Pupils are not yet involved in setting their own academic and social targets, although they are aware of the literacy targets which teachers have set. However, few children have any knowledge of the numeracy targets and they are not recorded in their mathematics books. Pupils do not have the knowledge of their own levels of attainment which would empower them to improve their work in these subjects.

50. Additional optional standard assessment tests are carried out by Years 4 and 5 and there are clear charts that support the tracking of progress. Reading and spelling tests are carried out in most years, but Year 3 does not undertake any form of external tests at present. Teachers' assessment folders hold examples of work in English and mathematics. However some teachers do not consistently mark these and so cannot use the findings to inform their planning. The school would do well to build on the good practice in the nursery.
51. Procedures for monitoring pupils' personal development are generally good, and very good in the nursery and reception classes. All pupils are well supported in their personal development. The teachers know their pupils' strengths and weaknesses well and keep a close eye on personal progress, especially that of pupils with special educational needs. There is an effective system for informing new teachers and classroom assistants of each individual's needs and the school runs special circle time sessions for those with behavioural or emotional problems. All pupils have the opportunity for extensive self-assessment in their annual reports, although they do not have all the information necessary to gain full value from this opportunity. The school offers a very comprehensive set of opportunities for pupils to take responsibility. These range from minor responsibilities, such as classroom tidying, through to major items, such as membership of the excellent School Council, where pupils discuss in a most mature fashion items of general importance, including the definition of bullying and racism. Even the youngest pupils are encouraged to take responsibility: for example, nursery pupils can be trusted to help themselves sensibly to break time snacks.
52. The school's measures for monitoring and improving attendance are good, though some staff are not rigorous enough in the detailed maintenance of their attendance registers and are not always firm enough in demanding reasons for lateness. However, the school effectively pursues those few pupils with known difficulties in attending, with the active co-operation of the education welfare officer, when necessary. The last inspection report noted that there was a sound policy for following up absence.
53. Procedures for monitoring and promoting discipline and good behaviour, and for eliminating bullying, are highly effective. Pupils were involved in setting them up and helped develop both class rules and anti-bullying measures. Classroom assistants and mid-day supervisors receive training in behaviour management. There is an effective system for recording poor behaviour and for losing/regaining 'special golden time' on a Friday afternoon. Most staff have high expectations of good behaviour and promote an orderly and cheerful atmosphere throughout the school. These expectations are demonstrated by the standards of behaviour observed around the school, though they are not consistently applied in a small minority of lessons. Bullying does occur, but the school has an effective system for dealing with inappropriate behaviour and for involving parents rapidly, when required.
54. The last inspection report commended the school for the opportunities it provided for pupils to take responsibility and noted the sound policies that allowed teachers to support and nurture individual pupils in a consistently effective way. The school continues to offer such positive support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Generally, parents have a positive view of the school. They confirm that their children enjoy coming to school and most consider that they make good progress. Parents feel that behaviour in the school is good, and those at the parents' meeting expressed praise for the positive and caring atmosphere promoted by the school and for the way it deals with untoward incidents. They feel comfortable about approaching the school and recognise that it both expects their children to achieve their best and effectively helps them to mature. They see the teaching as good and most consider that the school is being well led.
56. However, a minority of respondents to the questionnaire take a more negative view of the school's performance in four areas. More than one third felt that pupils did not get the right amount of homework, though the general view at the parents' meeting was either that there could be more or that the level was about right. A quarter of respondents considered that they

were not kept informed of how their children were getting on and that the school did not provide an interesting range of activities outside lessons. A smaller minority was not satisfied that the school worked closely enough with parents. These minority concerns were not confirmed by the inspection.

57. The school's links with parents are very effective. Parents want their children to do well and they see that homework is done. The school uses regular parental questionnaires to establish their views on its performance, and consults them when developing new policies; for example, the introduction of the new home/school contract in September 1999. It provides specific groups with regular information evenings on relevant matters such as sex education, transfer to secondary school and the annual residential trip, and each spring invites them to a information evening with their children: the recent one where they played numeracy games was well attended and deemed highly successful. It holds regular, very well supported parents' meetings to discuss pupils' progress, and actively encourages informal contact at any time. Parents are invited to a range of musical and dramatic productions and other school activities. There is an active Parents' and Friends' Association, which holds both social and fund raising events, such as a welcome party for new parents, discos, quiz nights and the summer and Christmas fairs. It raises substantial funds for the benefit of the children. There are appropriate measures in place to keep parents who do not speak English informed.
58. There are appropriate links with most parents of pupils with special educational needs. Parents are invited to reviews of their progress and are involved in target setting. Disappointingly, an attempt to establish a parents' support group failed through lack of support, but workshops for parents where the focus is literacy and numeracy are well attended. There is a useful link with Millwall Football Club aimed at raising boys' achievement, especially in reading. The school usefully organises tea parties for parents of children with Asperger's Syndrome.
59. The overall quality of information provided for parents is good. The tone of the school's documentation is welcoming and the contents are informative. The prospectus is informative and both it and the governors' annual report to parents meet statutory requirements. Half-termly newsletters keep parents informed on specific school events and requirements, and teachers write when there is a matter affecting their class only. The school provides new parents with a very high quality induction information pack, which includes practical suggestions for helping pupils with their work and an important contribution from the Parents' and Friends' Association.
60. A key issue for action in the last inspection report was that the school should provide more helpful information to parents about their children's attainment and establish a homework policy. The school has responded very well. There is now a homework policy and the new annual report to parents on pupils' progress is of very high quality. It sets out in detail what each class has studied, tells parents clearly what pupils know, can do and understand, and evaluates performance very clearly in all the core subjects and, to a lesser extent, in other subjects. It provides for pupils' own personal assessment of progress and for formal parental comment. Parents of pupils with individual education plans and statements of special educational need are fully involved in the reviews of their children's progress.
61. The contribution of parents to children's learning at school and at home is very good. Parents have the opportunity to keep themselves informed of their children's homework and to support day-to-day progress through the reading diary and, in Year 6, through a high quality homework diary. Currently a good number of parents and other volunteers work effectively to broaden pupils' experience in school. They help in class, mostly with reading, and support outings, including the annual residential trip for Year 6. The school included parents in its recent arts festival and they are heavily involved, together with their children, in the success of the environment project, which has added so much to the attractiveness of a basically dreary playground.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The leadership and management of the school are very good and a strength of the school.
63. The headteacher provides very strong leadership and offers a very clear sense of direction. In this, she is ably supported by an effective deputy, senior management team and governing body. They are clear about the strengths and weaknesses of the school, and have established some ways of securing improvement in the average level of standards achieved. The leadership has developed strong teamwork and has accurately prioritised targets for future development, for example, in the 'Raising of Achievement of Boys' working group and in the Early Years Working Party. Teachers and governors share a common purpose and work effectively together. Subject co-ordinators have a good knowledge and understanding of their roles and, at least in the core subjects, are clear about what their responsibilities are and how they will manage their areas of the curriculum. The management team meets regularly and has produced a clear and achievable school development plan. This runs for only a year at a time, because of differing demands on the resources available and new national requirements. The school acknowledges that there is further work to be done on monitoring and evaluating the curriculum. The governing body meet their statutory responsibilities and are closely involved in the running of the school.
64. All the issues identified in the previous report have been addressed effectively by the governing body. Policies and schemes of work are in place for the core subjects of English, mathematics and science, and national guidance is followed for the foundation subjects. The work on pupils' personal development has paid great dividends and this is now a strength of the school. Statutory requirements for teaching of information technology are now fulfilled, although pupils' progress is limited by the lack of resources. The school has been successful in obtaining a grant from the National Grid for Learning which will rectify the situation regarding computer provision. Overall, there has been very good improvement since the last inspection.
65. The results of the National Curriculum tests have fluctuated over the last three years. The headteacher, governors and staff link this to the different abilities of year groups and have thoroughly and correctly analysed the composition of each cohort to support this view. They are taking the appropriate steps to address the weaknesses in pupils' achievements and in teaching through a clear process of monitoring and tracking progress. The adoption of the National Literacy and Numeracy Strategies is already beginning to have an impact on raising standards. Peer monitoring of teaching has been successful in increasing teacher confidence. However, it lacks clear objectives and is insufficiently rigorous effectively to influence pupils' progress. The headteacher and deputy headteacher's own professional monitoring of teaching does have a beneficial effect and areas for professional development are clearly identified and linked to the school development plan. Governors are kept fully informed of developments and although they have great trust in the headteacher, expect her to be fully accountable to them.
66. The school makes very good use of baseline assessment, and information from the results of national tests is used effectively in order to set targets for classes, year groups and individuals. It compares its results with those from other schools and reviews its performance regularly. The school's priorities and targets are appropriate and linked with clear programmes for action, and the governing body is introducing thorough procedures to monitor the outcome of this work.
67. The effective management of the school ensures that all pupils, including those with special educational needs, have equal access to the activities provided by the school. The two co-ordinators are very well organised. Overall support given to these pupils is good and the leadership and management of special educational needs is very good. Staffing of special educational needs is very good; the two co-ordinators have complementary skills and experience. Classroom assistants have received some training in the support of pupils with special educational needs, but there is a need for further training and this has been identified in the school development plan. The accommodation and resources are used well. There is a governor linked with special educational needs who is still developing his role.

68. The school's financial planning supports the priorities of the school development plan well. There is effective control and administration of financial systems. The use of new technology is good in administration. Satisfactory use is made of the National Grid for Learning fund at present, but the money is to be used to establish a computer suite before September 2000. The ethnic minorities achievement grant is used well to enhance the learning of these pupils.
69. There are sufficient teachers and classroom support assistants, including those with responsibility for pupils with special educational needs, to deliver the National Curriculum and the other areas of learning in the school. Teamwork is very effective and is particularly impressive in the nursery class. The professional development of staff is reviewed regularly and teachers take every opportunity to refresh their expertise. There are good and appropriate procedures in place for the induction of teachers new to the school, particularly the newly qualified. They receive sufficient non-contact time to observe teaching within the school and to attend courses organised by the local education authority. The co-ordinators for special educational needs provide very good care and support for pupils on the register and the provision is good. There is additional very good support for those pupils for whom English is an additional language.
70. The accommodation of the school is unsatisfactory. When the roof leaks, which happens after only moderate rainfall, classes have to be moved to alternative spaces which has an adverse effect on pupils' attainment and progress. Although the premises manager and other staff work very hard to maintain the interior decoration, the fabric is so old that many areas suffer from peeling paint. In some of the classrooms, the acoustics are unsatisfactory and teachers have difficulty in maintaining the appropriate sound level to enable pupils to make the maximum progress. Some of the classrooms, especially for older pupils, are cramped, and make practical activities in science, art and design and technology very difficult. The interior condition of the garden classrooms is poor with panels falling from the walls and wood in doors and windows rotting. The lack of a playing field affects the standards of pupils' games and sporting attainment and progress. There is a lack of shade in the outdoor playing area for the nursery and reception classes.
71. Resources throughout the school are good, except for the inadequacy of equipment and software for information communications technology. This has been addressed through the use of the grant for the National Grid for Learning and will be rectified in the very near future. The library is comfortable and stocked to a satisfactory level with a range of books, both fiction and non-fiction, suitable for all ages. Reading texts for pupils with special educational needs are appropriate to their age and ability. Some of the large equipment, outdoor and indoor, for the Under Fives is in need of repair and replacement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to raise standards and improve the quality of learning and raise standards the governing body and headteacher should:
- a) Improve the effectiveness of monitoring and assessment of learning in order to better inform curriculum planning by: *Paragraphs 46, 47, 50, 51, 60, 66, 82, 84, 89, 96, 98 and 101)*
- ensuring greater consistency in the use of the good assessment and monitoring procedures already in place for the Under Fives, English and mathematics;
 - introducing equally good assessment and monitoring procedures for science , information technology and religious education;
 - ensuring that the good practice in marking applied in some classes is adopted throughout the school; and by

- by setting individual targets for improvement that are linked to National Curriculum requirements and which are understood by pupils.
- b) Take whatever steps are practicable to minimise the effect on standards and the quality of learning resulting from: (*Paragraphs 70, 106 and 126*)
- the need to move pupils from certain classrooms when rain comes through the roofs;
 - the inadequate size of some classrooms which is inhibiting the opportunities for those pupils to carry out some creative and practical activities as well as they should; and
 - the very poor acoustic properties of the three main school buildings.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	15	40	35	8	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	401
Number of full-time pupils eligible for free school meals		116

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	6	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	53

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	5
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	33	19	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	26	25
	Girls	16	18	16
	Total	40	44	41
Percentage of pupils at NC level 2 or above	School	77 (83)	85 (90)	79 (93)
	National	82 (81)	83 (75)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	25	28
	Girls	17	16	17
	Total	44	41	45
Percentage of pupils at NC level 2 or above	School	85 (84)	79 (91)	87 (98)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	28	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	21
	Girls	20	19	20
	Total	35	37	41
Percentage of pupils at NC level 4 or above	School	63 (71)	66(73)	73 (76)
	National	70 (65)	69 (69)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	21	18	20
	Total	36	34	36
Percentage of pupils at NC level 4 or above	School	64 (71)	61 (74)	64 (77)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	8
Black – other	13
Indian	8
Pakistani	3
Bangladeshi	5
Chinese	8
White	261
Any other minority ethnic group	30

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	5	1
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	6	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	22.3
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	204

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	2.1
Total aggregate hours worked per week	43

Number of pupils per FTE adult	8
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	1013033
Total expenditure	992814
Expenditure per pupil	2331
Balance brought forward from previous year	12361
Balance carried forward to next year	32580

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	424
Number of questionnaires returned	255

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	4	1	0
My child is making good progress in school.	40	48	6	4	2
Behaviour in the school is good.	26	62	6	1	5
My child gets the right amount of work to do at home.	17	48	26	8	1
The teaching is good.	40	49	4	1	6
I am kept well informed about how my child is getting on.	36	37	20	5	2
I would feel comfortable about approaching the school with questions or a problem.	60	33	5	2	0
The school expects my child to work hard and achieve his or her best.	44	48	7	0	1
The school works closely with parents.	41	42	14	2	1
The school is well led and managed.	49	35	10	2	4
The school is helping my child become mature and responsible.	43	44	5	1	7
The school provides an interesting range of activities outside lessons.	26	39	22	4	9

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. The good standards of teaching and learning observed in the last inspection have been well maintained and improved and the overall provision for children under five is very good.
74. Children enter the nursery at the age of three and most spend three terms there before joining the reception classes. At the time of the inspection, there were thirty children attending the nursery and ten in each of the reception classes. Children in the nursery are well on target to meet the requirements of what will become the national early learning goals, particularly in personal, social and creative development. Children from the nursery make up approximately half of the intake into the reception classes, and attainment on entry is average across the broad range of abilities, although slightly lower in language and literacy. By the time they are five, children meet the requirements of the national desirable learning outcomes in language and literacy, knowledge and understanding of the world, and physical development. Many exceed the requirements in mathematics, personal and social development, and in creative and aesthetic development. Children make good progress overall in the nursery and satisfactory progress in reception.
75. **Children meet requirements in language and literacy.** They listen well and demonstrate their good listening skills in the answers they give to questions and in their contributions to discussion. Children know that books convey information and enjoyment and they know how to handle books appropriately. They pick out details in the illustrations to add to the stories they tell. They talk confidently about their own experiences, although their speech is not always clear and audible at the first attempt. In reception classes, children understand the difference between a statement and a question and some higher attaining children are very good at forming questions. Most expand their answers when prompted, and add detail to satisfy the needs of their listeners. Children in the nursery learn to read and write their own names and some of their early writing shows many recognisable letters. When they play in the role-play areas (for example, during the inspection there were role-play areas around the themes of a veterinary surgery, explorers' camps in the Arctic and in the jungle), they adapt their speech and mannerisms to those of the characters they are playing. Children in reception read simple texts and greatly enjoy the humour in the stories they read.
76. **In mathematics, many children under five exceed the national desirable learning outcomes.** Higher attaining pupils in reception order the days of the week and calendar dates correctly. Most count out loud to ten confidently and accurately. They are confident in showing numbers with their fingers and only very occasionally are they incorrect. They match and sort plastic objects correctly by colour and size. They recognise and identify the written symbols and match the correct number of objects. They carry out simple addition by adding the numbers of spots on two dice to 12 and sometimes beyond. The highest attainer was the first to solve the mathematical problem of making 3 triangles using 7 lolly-sticks. Children sing counting rhymes from memory, matching numbers and actions to the words. They look for patterns when stringing beads, and have a growing awareness of simple shapes like rectangles, circles and triangles. They are beginning to develop an understanding of measure by using their own footprints made in paint. They accurately sequence the school day, drawing hour hands on printed clocks correctly.
77. **Children exceed national expectations in their knowledge and understanding of the world.** They look closely at everything they see and make reasonable attempts to reproduce them in painting. They discuss the setting of *'The Three Billy Goats Gruff'* and describe the hills, valleys and bridges involved. They explore the materials and textures provided for them, and talk about the differing surfaces, trying to describe them, for example, as bumpy, flat and hard. Children select their own recycled materials, cutting and sticking with glue and sticky tape to make models of buses and dolls' cots. They listen carefully to stories on the tape recorder, following the pictures in the books. They confidently use the mouse to move the

cursor on the computer, clicking on icons with increasing familiarity and confidence. They support their language learning with a talking alphabet program. Their work on animals gives them the opportunity to learn to recognise accurately different kinds of animals and their habitats, for example, penguins in the Arctic and giraffes in Africa. Children are included in main school activities which celebrate the diversity of cultures represented in the local community and they are involved in the work required for the 'On the Line' project which extends and develops their knowledge of countries and people who live on the line of the meridian which begins at Greenwich. Reception children explore their immediate environment when they take Teddy for a walk around the school. Their progress in this area of learning is very good.

78. **Physical development meets national expectations.** Children climb and balance with confidence and control. They steer and manoeuvre wheeled vehicles with skill and dexterity and growing spatial awareness. When the reception classes have lessons in physical education in the school hall, they cope well with forming a circle with sufficient space between them as they re-enact the story of 'The Three Billy Goats Gruff.' They enjoy their outdoor play, running, hopping, walking and skipping with increasing control. In artistic activities, children are learning to handle paintbrushes, scissors and glue sticks with care and dexterity. Their fine motor skills are developing well and they manipulate both small and large construction equipment skilfully.
79. **Children's creative development exceeds national expectations.** They learn to mix their own paints, taking care not to add too much water, and confidently blend colours to enhance their pictures. They talk about colours which are happy (for example red and yellow), and gleefully join in making handprints in paint. They sing traditional rhymes from memory tunefully and enthusiastically. They listen carefully to the music they hear on entering assembly. They show surprise and delight when unusual objects are found, providing another excuse to talk about their reactions to them. Children in reception learn about stories from the Bible and about the ways in which different faiths celebrate feasts. These children also use their artistic skills to support their learning in other subjects, for instance, making patterns with two-dimensional shapes and creating collages of Elmer, the multicoloured elephant. Children in the nursery use their knowledge and understanding of the world to help them create pictures of bubbles, with lanterns and a dragon for celebrating the Chinese New Year. Their Arctic role-play corner is enhanced by displays of their own ice and snow pictures.
80. **Personal and social development is a strength of the school and the very good foundations for this are laid in the nursery.** Children play together very well, sharing resources equitably, and the degree of racial harmony is remarkable. When they arrive in the nursery in the morning, there is a variety of activities laid out for them and they have the freedom and independence to choose and revisit their favourites. The snack table is permanently set up and children are free to go to the refrigerator to get their own drinks – identified with their names and pictures – when they feel the need for refreshment without having to wait for a set time. In reception, they learn to listen carefully to what others have to say and to treat their opinions with respect.
81. The quality of teaching in the nursery is good. The teacher, nursery nurse and support assistant provide a very good experience with an appropriate balance of free and directed activities. A variety of opportunities is provided to extend children's range of knowledge and understanding. Staff greet children warmly in the morning and there is an immediate exchange of views. Parents and carers approach staff confidently to pass on information and discuss any problems. Staff all use their good knowledge and understanding of the needs of young children to help them choose a purposeful activity without coercion. They listen very well to children, valuing their comments and encouraging them to expand on their one-word answers or contributions. In the reception classes, good teaching arouses the children's curiosity and motivates them to extend their existing skills and a thorough round up of the week's learning in literacy shows good use of the plenary to check progress over time in understanding story structure.
82. The Early Years Working Party is in process of producing a policy and scheme of work which will incorporate the new national early learning goals and the desirable learning outcomes to provide a smooth transition to the National Curriculum programmes of study. The curriculum

is enhanced by at least one day trip per term, involving visits to museums, art galleries, London Zoo, etc. Children are also taken on environmental walks in the local area, including the park. Careful assessment is carried out when children enter the reception class and the ongoing observation and assessment in both the nursery and reception are very thorough and informative, giving teachers a clear idea of the progress children make. Joint planning in the reception classes ensures that children receive similar experiences. The teamwork is impressive, especially in the nursery where the nursery nurse makes a very valuable contribution to the educational experience provided. Resources in the nursery are generally good, but some large pieces of climbing equipment need replacing and there is a lack of shade in the outdoor play area. Resources in the reception classes are adequate and teachers make good use of the adjoining outdoor play area, which is also well equipped.

ENGLISH

83. The findings of the current inspection are that standards in English are average by the end of both Key Stages. In the 1999 national tests for pupils aged seven, standards were well below average for reading and below average for writing when compared with all schools. The results show that, compared with schools with a similar background, standards were below average for reading and average for writing. National test results at the age of eleven in 1999 show standards as well below average; in comparison with similar schools, their performance was below average. More significantly, in spite of relatively high pupil mobility¹¹, standards made average improvement when compared with these pupils' achievements in the National Curriculum tests and assessments at the end of Key Stage 1. Analysis of the school's register of pupils with special educational needs indicates that a high percentage of pupils with specific learning needs in the 1999 Year 2 and 6 groups was a contributory factor to the below-average test results. The school recognises this and is providing effective additional support for those pupils who are now in Year 3 as well as 'booster' support classes for the oldest pupils.
84. Attainment in literacy related skills, on entry to the school, covers a broad range which baseline assessment shows to be slightly below average in language and literacy. The ability of pupils who join the school at different points is below average. Evidence from observing lessons and analysing current work indicates an improvement in standards and they are now in line with national expectations and are the same as found in the last inspection. The National Literacy Strategy is clearly having an impact on standards now that it is being fully implemented in classrooms. Challenging targets have been set by the school at Key Stage 2 further to improve standards.
85. By the end of Key Stage 1, standards of speaking and listening are average. Pupils listen attentively and carefully follow instructions. They respond sensibly and thoughtfully to questions, for example, about magnets. Good relationships in classes encourage pupils to share ideas and to appreciate the contribution of others. They enjoy drama lessons and contribute many interesting ideas. By the end of their time in school, standards of speaking and listening are above average. In Year 6, pupils understand the meaning of a wide range of words and articulate their ideas well, whilst their classmates listen carefully to the points of view put forward. Pupils make good progress in learning the skills of speaking and listening across the school, including those pupils with special educational needs and with English as an additional language. The youngest pupils read the story '*Suddenly*' with confidence. In the whole school assembly older pupils performed the narrative poem '*The Highwayman*' articulately and with very good expression. The oldest pupils make good use of formal English and talk confidently about a variety of literacy genres. Pupils' ability to listen carefully to the teacher and follow instructions develops well.
86. Standards in reading at the ends of both key stages are average overall, with a significant minority of pupils on course to achieve above this. Most pupils read simple texts with some confidence and fluency. The majority acquire a sound range of strategies to decode letter sounds and blends and use these appropriately to tackle new and unfamiliar words. Pupils begin to show preferences for different types of books and most are able to discuss the

¹¹ See footnotes 1 and 2

characters in stories. By the end of Key Stage 2, the majority of pupils read confidently. Pupils show a sound understanding of a range of literature and some begin to develop skills of inference and deduction in their reading. Most pupils know how to use reference systems effectively to gain information they require for their work. The progress pupils make with their learning to read is good across both key stages¹². Year 1 pupils build on previous learned skills to tackle simple texts with increasing accuracy. By Year 3 pupils use a variety of approaches to interpret new words. Older pupils enjoy reading out loud in unison with expression, interpreting features of a good beginning to a story. The strong home/school partnership work on reading and the careful selection of texts that reflect the interest of pupils, particularly boys, makes a significant contribution to learning and motivates the pupils well.

87. Standards of writing are also average by the ends of both key stages. By the age of seven pupils understand the importance of organising their work so that it follows a sequence and some write interesting sentences. Handwriting and spelling are less well developed. Pupils in Year 6 competently structure and revise their work, improving its quality. They understand a range of narrative and literacy techniques used by authors, such as Shakespeare and Oscar Wilde. They develop their ability well to identify different genres and to use these in their writing. Standards of handwriting and spelling are unsatisfactory because of inconsistent practice. The school recognises this and it is a priority in their development plan. The progress pupils make with learning to write is good across both key stages¹³. In Year 1 pupils compose simple and lively sentences for the books they have made. Year 3 pupils begin to choose words adventurously and use them to good effect in their writing. Older pupils develop their knowledge of narrative conventions well and write in a variety of styles including poetry. There are appropriate planned opportunities for pupils to write in other lessons such as history and science.
88. At the time of the last inspection the teaching of English was found to be a strength of the school and it remains good overall across both key stages. In over three-quarters of the lessons seen teaching was good or very good. One lesson in Key Stage 2 was unsatisfactory as a direct result of pupils' lack of concentration that significantly hindered their learning. Teachers' subject knowledge of English is good and there is a sharp focus in lessons on precisely what is to be learnt. This is shared with pupils so they know exactly what is expected of them. Teachers' expect pupils to concentrate in lessons and this has a positive effect on the quality and quantity of work produced. Teachers plan and organise their lessons well and use a variety of teaching strategies to keep pupils interested. Effective use is made of questioning to help pupils clarify ideas and to provide further information. Questions and activities provided are adapted to the needs of the range of ability within the classes. Teachers generally manage pupils well. They treat them with respect and value their contribution, as a result pupils pay good attention to the teacher and listen carefully to one another.
89. The leadership and management of English is very effective with the co-ordinator providing a clear sense of direction and well-focused support for teachers. She has monitored carefully the implementation of the National Literacy Strategy in classrooms and made appropriate changes in order to raise standards. A good system of assessment is in place and realistic targets are set for pupils. There are good contributions to the development of literacy skills in other subjects, in the attention given to appropriate expression in teachers' marking, and in the development of specialist vocabulary on such subjects as science, design and technology, geography and information technology.

MATHEMATICS

90. Inspection findings from classroom observations and analyses of pupils' work are that standards of attainment in mathematics are average at the end of both key stages. In the 1999 national tests, the number of pupils reaching the expected level of attainment was well below average at the end of Key Stage 1 and below at the end of Key Stage 2. Analysis of the school's register of pupils with special educational needs indicates that a high percentage of

¹² See footnotes 1 and 2

¹³ See footnotes 1 and 2

pupils with specific learning needs in the 1999 Year 2 and 6 groups was a contributory factor to the below-average test results. In addition, although attainment on entry into reception is average, the ability of those who join at different points tends to be below average and this affects the school's achievements in national tests¹⁴. Compared to similar schools, the number reaching the national average at the age of seven was below average. However, at age 11 it was average. In 1999 the standards achieved by pupil's in the National Curriculum tests at age 11 show average improvement from those these pupils achieved in the National Curriculum tests and assessments at the end of Key Stage 1, in spite of relatively high pupil mobility.

91. The findings of this inspection are that both Year 2 and Year 6 pupils are in line to attain average standards by the end of the year. In the previous inspection in 1996, standards were found to be below average in Key Stage 1 tests, and satisfactory in both key stages overall. Since then, they have fluctuated and as a result of the difference between groups of children, declining year on year at the end of Key Stage 1, while improving year on year at the end of Key Stage 2 until 1999 when there was a significant decline. The school has made a considerable effort to address these variations and the evidence of the inspection is that standards are on course to rise at the end of both key stages, with the schools published target for 2000 being achieved¹⁵.
92. At the end of Key Stage 1, pupils can count to 100 and put numbers in order, reading and recording them accurately, matching the number word to the correct digits. In mental maths, most readily identify odd and even numbers and make the largest number by re-arranging two digits. Pupils understand simple place value, use number bonds competently in shopping activities, and predict missing numbers when sequencing. There is a strong emphasis on mental maths which is beginning to have a positive effect on pupils' recall of number facts. Many can estimate the weight of objects, saying which are heavier and lighter than themselves. They can weigh a variety of objects using non-standard measurements. They can estimate and put a selection of 'Pringles' tubes in order of weight. Pupils collect data about favourite playground equipment and convert these from pictograms correctly into bar charts for display on the walls and in their books. Higher attainers are challenged by the work they are given and apply their newly learned skills to investigations. Year 2 pupils investigate ways of making a 4 kilogram parcel. In reception they can find different ways of combining ice cream flavours and three differently coloured cubes. The correct mathematical vocabulary is used from the Reception class onwards and pupils learn to write the words correctly.
93. At Key Stage 2, most pupils have a sound understanding of place value which they apply in accurate calculation. The higher attainers have good computation skills, which enable them to tackle tasks in many different ways. For example, they calculate equivalent fractions using common denominators. They correctly increase the cost of food items by ten and fifteen per cent. Pupils of all abilities show increasing speed and accuracy in using their mental and oral arithmetic skills. They regularly use their numeracy skills in investigations involving the four rules in fractions, decimals and percentages. However, investigations continue to be an area for development. In work on shape and measurement, most are able to list the properties of a cuboid saying: 'There are 8 parallel lines, 2 square faces, 4 rectangle faces and 8 vertices.' They investigate rotational symmetry of different shapes. They collect data and represent the statistics accurately in Venn diagrams, Carroll diagrams, bar charts and line graphs although this is less well developed in information and control technology. Those with special educational needs are supported soundly in smaller groups and reach appropriate levels of attainment. Pupils with English as an additional language make good progress.
94. The overall quality of teaching is good and ranges from very good to unsatisfactory. The co-ordinator sets a very good example by the quality of her own teaching of mathematics in Key Stage 2. The quality of teaching in Key Stage 1 is satisfactory. Teachers are excited by the National Numeracy Strategy and are implementing it thoughtfully. Planning is based effectively on this and takes into account the needs of pupils at different levels of achievement. However mathematics is taught in ability groups solely in Year 6, with the very

¹⁴ See footnotes 1 and 2

¹⁵ Mathematics - 78% of pupils to achieve Level 4 or above

good deployment of the deputy headteacher. Pupils make generally sound progress, although a few in the higher sets are not always challenged fully. Teachers are well qualified in mathematics and have a good understanding of the subject, which means that they make clear teaching points and are able to answer pupils' questions accurately. Direct teaching of the basic numeracy skills is thorough and opportunities are provided for pupils to use them in investigations, which they enjoy. All concentrate hard and persevere when given challenging work and exercise books are generally neat. Teachers assess progress regularly, but pupils are not always informed of their individual targets. Marking of work is satisfactory, but the marking does not consistently inform pupils of their strengths and areas for development. Homework is given regularly and pupils bring it back to school to be marked. Pupils' attitudes to the subject are good overall. They sensibly place their choice of favourite playground equipment on a group chart. In many classrooms they answer questions keenly in mental warm-ups and plenary sessions. They explain their thinking clearly, but there is room for further development. In some classrooms where the teaching is less successful, pupils do not always listen to teachers, whose management of pupils needs development.

95. The implementation of the National Numeracy Strategy is a key feature in the school's bid to raise standards. Much time and effort has been given by the co-ordinator to ensure that members of staff are well prepared for this new initiative. Classrooms have lively notice boards listing mathematics vocabulary and large and small number lines are used to good effect in numeracy. Stimulating displays of work around the school help to give the subject importance in pupils' eyes. There are many bright and colourful resources, especially at Key Stage 1, which are used well in lessons. There has been some monitoring of the teaching of mathematics, but this is not being done on a regular basis to ensure that all the teaching is of an equally high quality.
96. The leadership and management of mathematics is very effective and the co-ordinator has worked hard to provide support on teachers' planning and mental warm-ups. She samples the pupils' books twice a year and has provided guidance on marking and how to assess pupils' work in relation to the shared learning intentions. Teachers do not at present share the marking of practice papers for statutory tests in either key stage. There have been considerable improvements in mathematics since the last inspection. The numeracy framework is now in use and resources have been improved. Teachers now focus carefully on key vocabulary and use mental warm-ups to good effect. There is greater use of assessment and moderated assessed work to assist teachers' measurement of pupils' progress.
97. A numeracy audit carried out at the beginning of this year by the Lewisham Education Authority pointed out key areas to be developed and the school has worked diligently to address them.

SCIENCE

98. Attainment in science in lessons observed and seen in work inspected is broadly in line with the national average at the end of Key Stages 1 and 2. At Key Stage 1 results of the 1999 Standard Attainment Tests (teacher assessments) were broadly in line with the national average, with the proportion of pupils achieving the higher Level 3 being above. Pupils are able to relate their work to domestic or environmental contexts, for example, in Year 1 studying how sound travels and how high volumes can be dangerous or in Year 2 how different substances take different times to cool. They are beginning to understand fair testing and to use appropriate terminology. At Key Stage 2, the 1999 Standard Attainment Test results were below but not significantly different from the national average. Results between 1996 and 1999 have gone from below average to above (in 1997) and then declined to below by last year, but the groups of children are different, contain variable numbers of pupils with special educational needs and some year groups' results are more affected by newly arrived pupils. Current standards in Key Stage 2 are broadly in line with the national average. Oral work is better than written work. Pupils understand the conditions needed for the conduct of experiments and further develop their capacity to predict outcomes, carry out investigative work and record their findings, for example, in experiments in Year 3 to test which materials absorb sound or in Year 4 to investigate dissolving. They understand the differences between living and non-living

things in Year 5 and show appropriate knowledge of the parts of plants in Year 6. Pupils make good use of diagrams but make insufficient use of graphs and IT to record their findings. They speak confidently when discussing their work.

99. The quality of learning is good¹⁶ and most pupils make good progress. In lessons there are clear advances in learning, for example, where pupils understood the domestic uses of their work on sound, or where pupils applied prior knowledge of life cycles or their knowledge of the dangers of alcohol, tobacco and drugs. High attaining pupils are suitably challenged by extended work, but this approach is underdeveloped. Pupils are increasingly aware of scientific issues and use more scientific vocabulary as they progress through the school, for example, when pupils discuss the implications of smoking in Year 5 or the functions of plant parts in reproduction in Year 6. Pupils with special educational needs and / or those with English as an additional language also make good progress supported by teachers, classroom assistants and parent helpers in meeting targets set for them.
100. Pupils show positive attitudes and enjoy science: they are keen to participate in lessons and answer questions, follow instructions and sustain their concentration in individual or group work. They remain on task and participate with interest and often enthusiasm when work stimulates them. Most pupils behave well and are open and friendly. They treat resources and each other respectfully. Often, they praise each other's efforts and work. Relationships between staff and pupils are very good. Most pupils are hardworking and complete tasks in school and for homework.
101. Teaching seen during the inspection was good in half the lessons and it was satisfactory in most of the others. There was one unsatisfactory lesson in Key Stage 2 that was neither typical of the quality of teaching in the subject or the teacher. Overall, teachers show good subject knowledge in well-organised lessons that use well-prepared resources. Most lessons are well planned. The approach and content usually relate well to pupils' needs, but sometimes work could be better matched to pupils' different attainment levels. Objectives are clear. Class management is good, with skilful use of praise and questioning. Assessment is encouraging but occasionally marking is not always up to date. In the better lessons, pace is brisk and expectations are appropriate but sometimes not enough is attempted and there is insufficient extension work to challenge the more able. Homework is set irregularly but when appropriate.
102. The co-ordinator is experienced and committed and has clear ideas about the development of the subject. Some of the rooms are small and the noise levels too high; this affects lessons. The curriculum is appropriate and there are strong links with other subjects including health. There is monitoring and assessment of pupils' work but much is informal and needs a structure, which would make it more useful in informing teacher planning. Resources are mainly good and well used with careful attention to safety. Environmental education is a strength and this is well supported by the school's own area created with the support of parents. Work in science is enhanced by visits to the Natural History Museum, the Planetarium and London Zoo, Avery Hill, High Elms Environmental Centre, farm visits and the residential trip to Wales for Year 6. Science makes a valuable contribution to pupils' spiritual, moral, social, cultural and personal development.

ART

103. Attainment observed in lessons and in other examples of work seen in portfolios and on display is average at the end of both key stages, and some pupils produce above average work. Standards have been maintained since the last inspection.
104. The standard of work varies between classes and projects and relates to teachers' expertise; work on display was of a higher quality than the work seen in lessons. In Key Stage 1, pupils show appropriate pencil control; ceramic tiles are colourful, well finished and show good colour contrasts; self-portrait paintings, following the input of an artist from the Dulwich Gallery, show very good use of line, shape, colour and texture. Pupils successfully depict the strength and

¹⁶ See footnotes 1 and 2

awe of skyscrapers in bold, large-scale textile, work and paintings of Scottish islands have drama and atmosphere. Some examples of ceramic work on shells show good attention to detail. In Key Stage 2 there is sound quality collage work depicting the English countryside, and sound but small-scale paintings inspired by *La Mer*. Still life paintings of natural and man-made objects lack the shape, colour, texture and background which was the focus of the lesson. Paintings of water create atmosphere with good colour mixing and use of texture; collage work using fabrics contains some effective three-dimensional images. African artwork shows careful well-proportioned observational drawings of wood carvings and instruments. Overall, there is an appropriate range of work but much is small scale and there is little three-dimensional work, so that the impact of art is lessened. This is partly a result of the limited space in some of the rooms. Pupil look at the work of a good range of artists and show appropriate knowledge of them and their works.

105. Work is suitably stimulated by observations and discussion, and pupils make satisfactory progress overall. In relation to the time available, the quality of learning is good when they work hard, because they know exactly what they have to do. Pupils with special educational needs are well integrated and make similar progress. Throughout their time in the school, pupils increasingly recognise the different approaches of artists, and how visual elements convey messages.
106. Pupils' attitudes in art are positive and most pupils enjoy the subject. When teaching is secure, pupils work well, sustain their efforts and concentrate well on the given task. Most pupils are well behaved, polite and show respect for resources and their teachers. They are keen to answer questions and many speak confidently when talking about art. They collaborate well, helping each other as appropriate. Pupils are willing to experiment and they work with care when the teaching is rigorous. They enjoy being given responsibility to choose their subjects and materials, but are not given enough opportunity to carry out independent research.
107. The quality of teaching in art ranges from unsatisfactory to very good but it is satisfactory overall. Teachers show secure subject knowledge, and their understanding of concepts and art skills supports teaching well. The use of artists, including parents, strengthens work. Teachers use an appropriate range of stimuli, make good use of artefacts and usually give clear demonstrations. Expectations are appropriately high in most lessons. Pupils are challenged to express their feelings and imagination, and to reflect critically. Within the limited time available teachers' planning achieves a balance of activities that is well matched to pupil needs and the National Curriculum. Pupil management is usually good, with clear routines but standards in a few lessons are affected when classroom organisation and pupil management are insecure. Time is used well. The use of information technology in art is inhibited by lack of computers. Skilful questioning checks what pupils know, and teachers show pupils how they can improve. Homework is not usually set in art and sketchbooks are not used regularly.
108. Leadership and management in art is satisfactory. Since the last report, schemes of work have been put in place, but three-dimensional work is still insufficiently developed; this was highlighted in the last report. Assessment of work is informal and needs strengthening so that appropriate strategies can be developed to raise standards further by widening the range of work and sharing expertise more widely. Schemes and approaches are currently being considered with the re-instatement of the National Curriculum from September 2000. The poor accommodation in some rooms needs to be addressed. Very good use of visits to galleries such as the Dulwich Picture Gallery, the Courtauld Institute and the Tate enrich the curriculum. There is no art club but overall art makes a useful contribution to pupils' spiritual, moral, social and cultural development through the many opportunities for stimulation and response to great art and to learn about the art of cultures other than their own.

DESIGN AND TECHNOLOGY

109. Only three lessons in design and technology were observed during the inspection and further evidence was taken from teachers' planning and a scrutiny of pupils' work. On the basis of this evidence, the standards achieved at the end of both key stages are average for the age and

ability of the pupils. This is a similar judgement to that made in the last inspection. In Key Stage 1, pupils can make very effective moving models, as was seen in a Year 1 class who made vehicles adding axles and wheels. Year 2 develop cross stitch skills well in preparation for making pencil cases. Pupils use a range of materials to make good quality products such as the circuit faces, which have noses that light up. In Key Stage 2, pupils plan their work carefully and produce designs, with lists of tools and materials to be used. They produce some quality products such as theatrical puppets, money carriers, 3D model houses and baskets. Year 6 pupils complete questionnaires concerned with favourite flavours for pizzas, when they design and make pizzas. Evaluations of their pizzas explore a variety of features such as toppings, texture, crust, base, appearance and presentation. Pupils answer questions evaluating their work thoughtfully, such as:

'Did your pizza live up to your expectations?'

Pupil's reply: 'Yes I loved it!'

'Is any way of improving your pizza?'

'Yes, you can give bigger portions and more toppings.'

110. They can also make some most attractive pizza packaging, using squared paper to create their own nets. Year 4 investigated ways of joining fabric together using stitching in preparation for making purses and wallets. Year 3 design a variety of photo frames for different users including a 'football mad brother' and a baby. They experiment with ways to strengthen paper and make resilient photo frames.
111. The quality of teaching is sound, with teachers successfully planning at least one design and technology project each term linked to other subjects such as literacy. The good organisation of pupils and the clear instructions given by teachers have a positive impact on the sound progress made by pupils of all abilities, including those with special educational needs. Pupils respond well to the good teaching and work very hard to produce good quality products of which they are proud. Teachers have secure control and discipline, which enable pupils to work safely and at a good pace. Finished products are valued by both teachers and pupils and displayed prominently in classrooms and around the school. This contributes to self-confidence and a sense of self-esteem.
112. The co-ordinator monitors the products made in each year group to ensure that the subject is being taught. A new national scheme of work has recently been introduced and teachers are starting to use this to introduce new ideas and to teach subject specific skills in a more structured manner. There is no way at present of checking how well individual pupils build on their skills and expertise as they move through the school. There are no design and technology folders for pupils to organise their planning in, which would allow teachers to access progress if they were used throughout a key stage. The resources are good, although some of the resources for working with resistant materials are limited. Health and safety aspects are suitably addressed in lessons and pupils are well supervised when using potentially dangerous tools or equipment.

GEOGRAPHY

113. Pupils make satisfactory progress with their learning in geography in both key stages. By the time they leave the school, the quality of their knowledge and understanding in geography is at a level expected for pupils of this age. This quality has been maintained since the last inspection.
114. By the end of Key Stage 1, pupils can offer simple explanations of what maps are used for. They have a sound knowledge of atlases and globes, and use appropriate geographical terminology to describe features such as oceans and islands. They have a good awareness of localities beyond their own and are able to make comparisons between life in Lewisham and a Scottish island. Year 6 pupils have a sound understanding of environmental issues. They know why location is important in the understanding of places. They can draw sensible conclusions about the effect rivers have on the landscape. Their geographical vocabulary includes subject specific terms such as tributary and confluence.

115. The quality of learning is satisfactory as pupils move up through the school. At Key Stage 1 they develop an increasing awareness of different places, such as some of the countries along the Meridian line, including Greenwich, France and Spain. They make simple plans and routes of their journeys to school and are increasingly able to draw and label some of the main features. At Key Stage 2, pupils are able to consider aspects of settlement, environmental issues and the human and physical features of localities. They study the weather in different parts of the world and write well about the effect weather has on people's way of life. Year 5 pupils develop good insights into the way of life in Ghana through their correspondence with a school in this country. Older pupils have a sound understanding of how people are able to manage their environment. Literacy and numeracy skills are developed well in both key stages as pupils do research and make maps.
116. The teaching is sound and the consistency in the development of pupils' knowledge and skills has improved since the last inspection with the implementation of a published scheme of work. This sets out systematic content and expectation for each year group. Teachers make clear to pupils what they are to learn in lessons and, in doing so, inform them of what is important. Questioning is used well to clarify misunderstandings and to share existing knowledge. Good pupil management based on well-established rules and positive relationships gives pupils confidence to tackle new learning and develops positive attitudes to the subject. In some lessons, teachers encourage pupils to make good use of their time by working at a brisk pace. Where such work habits have not been firmly established, pupils do not always achieve this rate of working, and this detracts from the progress that they make.
117. The geography curriculum is enhanced by a variety of field trips: very good use is made of the Field Study Centre at Horton Kirby and the local environment. Well organised and imaginative whole school projects, such as the current 'On The Line', which involves finding out about countries bordering the Meridian line, give depth to the geography curriculum. A range of books and materials is held and used to good effect. Good displays of pupils' work contribute to the quality of learning.

HISTORY

118. Pupils of all abilities make satisfactory progress in their learning about history in both key stages. By the time they leave the school, the quality of their work is at a level expected for pupils of this age. This standard has been maintained since the last inspection.
119. The youngest pupils develop a sense of chronology and understand that things and people change over time. In Year 1, pupils collect photographs of their own family and develop simple ideas about how we find out about the past. Year 2 pupils are able to make comparisons between old and new through examining a good range of artefacts before and after the introduction of electricity. Early in Key Stage 2, pupils develop a sound knowledge of life in Roman Britain based on a visit to Lullingstone Roman Villa. They are able to make simple deductions about everyday life in Roman times from their visit and from books. Year 4 pupils further develop their skills of enquiry, for instance, by examining portraits and inventories of Tudor houses. Older pupils effectively build on their knowledge of historical events over a longer time and represent these on a time line. Year 6 pupils have a good knowledge of historical figures such as Henry VIII, Gandhi and Martin Luther King. Literacy and numeracy skills develop appropriately in history. Pupils analyse dates and time lines and produce extended writing about the period they are studying.
120. It was not possible to see sufficient lessons in history to make a judgement on the quality of teaching. However, discussions with pupils and teachers about their work, and observations of teachers' documentation and pupils' work show that the subject is taught appropriately. Within the constraints of time allocated to the subject, because of the implementation of national initiatives, pupils' work shows good development. Very good use is made of visits, resources and exciting whole school projects to help pupils understand key ideas and develop historical skills.

INFORMATION TECHNOLOGY

121. No lessons were observed in Key Stage 1 during the inspection, although there were occasions when a few children were seen using a computer during another lesson or during free activities. Pupils begin to experiment with the keyboard and painting programs. They also use listening stations regularly to support their learning in language and literacy. From the very earliest days in the school, children under five learn to use a mouse with increasing control and are beginning to use a 'paint' program to try to draw. They extend their knowledge and understanding of words by working competently on a talking alphabet program. Teachers in the nursery and in reception give children opportunities to use a computer to compose text on screen when they write short sentences about how they use the machine. They also successfully program a floor turtle to create a maze or pattern.
122. At Key Stage 2, pupils are knowledgeable about information technology (IT) and its uses in the modern world. This makes a satisfactory contribution to pupils' social and cultural development. They know and understand that the Internet is a valuable aid to communication, entertainment and commerce. They use the mouse and keyboard confidently but slowly, accessing programs and menus, reading and clicking on the required icons. They understand what is required to design a multimedia presentation, for example a page for a web site, to suit different purposes and audiences.
123. Teachers have sufficient knowledge and understanding to teach pupils to a satisfactory level, giving good support to challenge their thinking and explain what they have done and how they did it, for example when using a spreadsheet to record a database. Having received instruction from the teacher and practised a new skill, pupils then pass on their new knowledge and understanding to their peers. They use their IT skills effectively to support their learning in other subjects of the curriculum, for instance creating class databases to investigate features of genre in literacy, or surfing the Internet for information about their 'On the line' activities. Pupils with special educational needs experience the same good variety of experiences and use computers to support their learning, particularly in literacy. The use of appropriate vocabulary is developing well, showing clear understanding. They competently set up pages in a desktop publishing program, choosing the layout of the page with columns, fonts and imported graphics. They change font sizes and types for a brochure for Manor House Gardens, and learn to use tables, bar charts, pie charts, and scatter-graphs competently to help them in their work in mathematics and environmental studies. Pupils evaluate their work in a computer diary, recording the new skills they have learned or their practice on existing ones. They make very attractive presentations of acrostic poems against a picture background and also improve in their use of a digital camera to support work on the environment. By the end of the key stage, pupils have reached average standards, particularly in their knowledge and understanding of the uses of IT in the world outside school. Work in control and modelling is part of the subject development planned for next term. Although pupils experience a wide variety of approaches and their theoretical knowledge is satisfactory, a lack of resources has resulted in a weakness in the physical skills of working with computers. The recent acquisition of a National Grid for Learning grant will rectify the situation in the very near future.
124. Standards have improved since the previous inspection, and pupils make better progress. There is now more direct teaching of skills and techniques, and teachers' subject knowledge and understanding is better. In spite of the poor technical provision, the subject meets requirements and is developing well throughout the school.
125. The quality of teaching in the lessons seen in Key Stage 2 is satisfactory, although the lack of a scheme of work fully adapted to the needs of the pupils, and the lack of resources, limits pupils' progress. The revised scheme of work to be introduced next September will include the necessary guidance on the use of information technology in other subjects of the curriculum. Teachers make good use of internet links with Japan, New Zealand and other countries associated with the 'On The Line' project. Parents are enthusiastic and only too ready to share their expertise with pupils during lessons, making a valuable contribution to teaching and learning. However, the procedures for assessment are insufficient to allow

teachers to use the information obtained to plan lessons which take account of what has gone before and what is to follow. A new coordinator has only recently been appointed and is already having an effective influence on teaching throughout the school. She is working hard to improve provision, expertise and guidance with the advice of a governor who is knowledgeable and experienced in ICT. She does not, however, have the opportunity to monitor and evaluate provision and teaching because of a lack of non-contact time for the purpose, although she does have time to go into classes and work with children.

126. Difficulties with accommodation and the lack of resources have so far prevented the full development of the subject, but the school is well aware of the weaknesses in provision and IT has been prioritised in the next school development plan. Currently, there are too few computers in the school to allow all pupils sufficient time to practise their skills.

MUSIC

127. It was only possible to see a small number of lessons in music, but assemblies were observed and work was discussed with pupils and teachers. By the end of Key Stage 1, standards in classroom work are above average, and they are average at the end of Key Stage 2. In Key Stage 1, music includes mainly singing with a little instrumental work, which involves composing and listening, using the school devised scheme. Work in Year 2 is particularly good because of the input of a parent whose excellent teaching boosts standards. Pupils' singing in lessons and assembly is very good; it is in tune and sung with a sense of enjoyment, ample volume and good diction. Rhythm skills are secure. Pupils show good control of instruments as when they played Ravel's *Bolero* accompanying a performance on video with some of the pupils improvising their parts. Their sense of spiritual uplift and enjoyment was very apparent. They show good knowledge of instruments and of how sounds are produced; they were able to talk about some of the features of Baroque music being heard in a design technology lesson. In Key Stage 2, pupils' singing is also very good because of the input of the headteacher. Most pupils play tuned and untuned percussion in instrumental work, for example when they play their own compositions. Over 60 pupils receive recorder lessons from a visiting teacher and this raises standards overall in instrumental work. Pupils who play recorder or have lessons out of school, for example on violin, read music well but other pupils' skills are not being developed as fully. Pupils listen carefully to each other and to recordings in lessons and in assembly. They appraise sensibly but show an appropriate technical vocabulary, as seen when they appraised an extract from Ravel's opera *L'Enfant et les Sortilèges*. General musical knowledge, for example of instruments, artists, forms, styles, well-known pieces and composers is satisfactory.
128. Learning is good overall because of the richness of the experience provided. Work develops instrumental, vocal and music reading skills to enable pupils to achieve well in performing, composing and listening in relation to the time and resources available. At both key stages, pupils with special needs make similar progress to that of other pupils. Pupils show very positive attitudes towards music, especially in Key Stage 1, and good behaviour supports achievement. They are friendly, open, responsive, good humoured and respectful towards staff and each other. They use equipment sensibly, work well collaboratively and remain on task. They show initiative and willingly enjoy taking responsibility, for example when leading others in playing.
129. In classroom work, teaching is good overall at both key stages¹⁷. It is confident and explanations are clear. Teachers are committed, work hard and do their best even though not all teachers have practical expertise. The input of the specialist visitors boosts standards and could usefully be extended. Many pupils have their own instruments, and these are used occasionally in school; instrumentalists who receive lessons do not use their instruments in classroom work; this would support their instrumental lessons and the class teaching. Planning is appropriate and organisation is very good. Discipline and relationships are very good at all levels. Lessons proceed at a brisk pace and very good use is made of a good range of

¹⁷ See footnotes 1 and 2

resources. Assessment is encouraging and supportive and praise is used well. Homework is not set in music; this is a lost opportunity to extend and reinforce learning.

130. The music co-ordinator is new and the subject receives good support from other staff who are enthusiastic musicians. Monitoring of lessons and assessment of the subject's performance is informal and lacks structure; it would be useful for tape or video recording to be kept of work. There is no development plan; this is a weakness. There is a well-equipped music specialist area. Resources are good but there is a need for computers to support work more.
131. Pupils' attitudes and behaviour are excellent. Teaching is dynamic and rigorous; high expectations push the pupils so that they make good progress¹⁸. Pupils practise well and this supports learning. Clear routines are established and the lessons proceed at fast pace so that pupils are successfully engaged, stimulated and motivated in enjoyable music making through which they learn. In extra-curricular work, there is a singing group, which has very high standards and is also well taught. There is a small ensemble mainly of violinists who play with musicianship. Pupils perform in concerts and a carol service each year for parents. The support of parents for music is a strength. Music makes a very good contribution to pupils' spiritual, moral, social and cultural development. Music has improved since the last inspection, especially at Key Stage 1, because of the input of a specialist. Schemes are now in place and the subject is well placed to move further forward.

PHYSICAL EDUCATION

132. During the inspection, games and gymnastics lessons were observed and evidence indicates that pupils reach average standards by the end of each key stage. Since the last inspection standards have been maintained in swimming and gymnastics. Pupils go swimming in Year 4 and by the end of the course the majority of pupils can swim 25 metres. Most pupils gain distance awards; some achieve 40 metres. A considerable number of boys and girls take part in extra-curricular activities, which promote dance, games and athletic skills. In Year 6 pupils are able to develop graceful sequences of jumping and travelling, working individually or in groups. They develop gymnastic skills when they learn different ways to move over a pupil making a still shape, starting from a stationary or running action. In games lessons, pupils can hit a ball accurately using hockey sticks. Year 5 dribble a hockey ball accurately in a line to a partner. They understand the importance of having simple rules in team games. Year 2 formulate simple sequences, travelling over apparatus in a variety of ways, coming together in the middle of the movement. Provision for dance is a strength of the subject, when a specialist teacher is used to develop performances for the Lee Manor Dance Festival. Pupils produce beautiful Indian and pirate dances. They enjoy taking part in country and maypole dances. Sports Day is a popular event, organised by Year 6 pupils for the rest of the school. A variety of activities is set up for pupils to take part in a rolling programme and there are special games provided for the nursery pupils.
133. Overall the quality of teaching is good¹⁹. The majority of lessons are well structured with a warm-up, main activity and warm-down. The teachers have good subject knowledge, making useful teaching points, for example, on how to control the ball while moving. They give clear explanations of the task, which means that pupils know exactly what is expected of them. They plan thoughtful opportunities for pupils to evaluate one another's performances and this encourages them to note good practice and try to improve their own. The co-ordinator's emphasis on health and safety means that pupils carry benches and equipment very carefully. The focus for development identified by the co-ordinator is to enhance teachers' and pupils' awareness of health and safety.
134. The co-ordinator has worked hard to develop this subject by enthusiastic leadership and clear planning for the subject's future development. The new scheme gives very detailed guidance for staff in all areas. The co-ordinator sets a good example to the staff with her own high quality teaching. Since the previous inspection, the staff have been encouraged to plan more,

¹⁸ See footnotes 1 and 2

¹⁹ See footnotes 1 and 2

using the whole school scheme of work, and this has meant that pupils' skills are developed in a progressive way as they move through the school. Assessment is used well within the swimming programme and pupils receive certificates for their achievements. This ensures that the pupils know how well they are doing and what they need to do to gain the next award. The subject makes good contributions to pupils' moral development when they learn about fairness and how to play by the rules. It also complements their social and personal development when they work in pairs and teams within lessons and when representing the school in rugby matches.

135. There have been considerable improvements in the years since the last inspection. Resources have been developed and long-term planning now structures learning so that there is clear progression. All teachers have completed the 'Tops' training course for small ball skills. The opportunities for large ball skills are hampered by the lack of a school field. However, the pupils in Key Stage 1 use the public park occasionally.

RELIGIOUS EDUCATION

136. Attainment is in line with the requirements of the new Locally Agreed Syllabus at the end of both key stages.
137. This represents a significant improvement on the findings of the previous inspection. At that time, while there was insufficient evidence to make any judgement on attainment at the end of Key Stage 1, attainment at the end of Key Stage 2 was below average. For example, while older pupils had a growing awareness of the main world faiths, including Christianity, they had little real knowledge or depth of understanding.
138. This is no longer the case, primarily as the result of effective leadership by the co-ordinator. A member of the Lewisham religious education working party, she has made a contribution to the new Locally Agreed Syllabus and has used her very good subject knowledge and understanding to raise the profile of religious education within the school. She has used her management skills well to ensure that staff have the confidence and understanding to trial and evaluate the related teaching units and, as a result, all the staff show a commitment to teaching the subject as sensitively as they can. There is an appropriate balance between Christianity and other world faiths within this multi-faith school.
139. Taking into account all the evidence made available, the quality of teaching is good. Teaching in two thirds of the lessons observed was good or better, with the remainder satisfactory apart from one unsatisfactory lesson in Year 4. The quality of teaching in Year 6 is very good. Discussion with teachers confirmed that their subject knowledge was secure, even where they were teaching units relating to faiths of which they had no direct experience. Where teaching was good, for example, in Year 1, the teacher used discussion well to consolidate previous knowledge of the *Ten Commandments*, and to develop work on the commandments that the pupils had written for themselves. The teacher emphasised the importance of finding evidence in different religious texts and it was evident that the techniques being learned as part of the National Literacy Strategy were being reinforced and used effectively to help pupils to gain a good understanding of complex issues, such as those raised by the story of *The Good Samaritan*. Similarly, the very good teaching in Year 6 featured significantly the challenging use of questioning and discussion. For example, in one lesson, the pupils participated enthusiastically in a sensitive and mature discussion of human suffering. Across the school, pupils are regularly given opportunities to offer personal reactions to the beliefs of others, to develop perceptions of right and wrong, and to contrast behaviour within their own and others' societies. The work of teachers with pupils for whom English is an additional language also makes an important contribution to the valuing of faiths other than Christianity and the cultures associated with them. In the one unsatisfactory lesson observed, the late start to the lesson and poor classroom management were the key weaknesses observed. However, overall it is clear that the environment for learning that is being provided by teachers, and the effective introduction of the new teaching units, mean that the quality of learning in most classes is good.

140. Most pupils are interested in the stories, listen attentively and respond keenly to questions. The way in which the subject is being generally taught is an important factor in the very good provision for the spiritual, moral, social and cultural development of the pupils. Indeed it is quite unusual to find a school where the overall ethos is supported so well through religious education across the curriculum. In most lessons pupils' behaviour is very good.
141. The school curriculum meets the requirements of the new Locally Agreed Syllabus. There is a broad, well-balanced programme, which is clearly an improvement on the findings of the last inspection. It is extended well through school assemblies, the very good personal and social education provision and the use of circle time. Teachers plan well to meet the needs of pupils with different prior levels of attainment and this is another important factor in the good quality of learning observed.
142. Artefacts and other resources are sufficient to meet the requirements of the curriculum and teachers use them well to create a respectful environment for learning and a deeper understanding of different faiths. A small number of visits to other places of worship, such as a local synagogue, St. Swithun's Church and the Good Shepherd Church enriches learning. Local priests and ministers also visit the school. However, such visits are not a regular feature of the curriculum and this is an area for further development.