

# **INSPECTION REPORT**

**Crampton Primary School**  
London

LEA area: Southwark

Unique Reference Number: 100784

Headteacher: Mrs. Julie Evans

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Reporting inspector: Dr P. M. Leckstein

Dates of inspection: 11-14 October 1999

Under OFSTED contract number: 706541

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

Type of control: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Iliffe Street,  
London SE17

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Appropriate authority: Southwark LEA

Name of chair of governors: Mr. Robert Hadfield

Date of previous inspection: 29 April – 2 May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Dr P. M. Leckstein Registered Inspector	Science Information technology Design and technology Physical education	Characteristics of the school Attainment and Progress Teaching Curriculum and assessment Leadership and management Efficiency
Elizabeth Cooke Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and Pupils' Welfare Partnership with parents and the community
Ian Stainton-James	Mathematics Religious Education History Geography Under fives	Spiritual, moral, social and cultural development Equal opportunities
Marianne Harris	English Art Music	Staffing, accommodation and learning resources Special Educational Needs

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London WC2B 6SE

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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- Most pupils make good progress overall while they are in the school. They attain well in comparison with those in similar schools.
- Pupils make good progress and attain well in English.
- In mathematics progress is good in Key Stage 1.
- Children under five make a very good start to their education in the nursery and reception class.
- Pupils with special educational needs make good progress.
- Pupils have very good attitudes to learning. Their behaviour is good.
- The school has a very good ethos that encourages learning.
- There is very good provision for pupils' moral, social and cultural development and good provision for their spiritual development.
- Teaching is very good overall. It is good or better in two-thirds of lessons.
- Extra-curricular provision is very good and supports pupils' learning and personal development.
- The school gives good value for money.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. Progress in information technology is unsatisfactory and attainment is below the national expectation for Key Stage 1 and well below that expected at the end of Key Stage 2.
- II. Progress in design and technology is unsatisfactory.
- III. Pupils' punctuality is unsatisfactory.
- IV. Procedures for monitoring teaching are unsatisfactory.
- V. Governors are not sufficiently active in holding the school to account for standards achieved and in planning for the school's future development.

Crampton Primary School is a good school with some very good features. It has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified in the inspection report are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

### HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

Since the last inspection there has been a satisfactory improvement in the attainment of pupils and the quality of education provided by the school. Standards in English have improved considerably and there is an upward trend in mathematics. The quality of teaching has improved significantly and is currently very good or better in a quarter of lessons. Provision for pupils' spiritual, moral, social and cultural development has improved. The school has successfully addressed several of the key issues identified in the last inspection report. These include raising standards in English, geography, art and physical education in the juniors, developing schemes of work in all subjects, and enriching the range of curriculum opportunities through visits and school journeys. However, the newly devised assessment policy has yet to be fully implemented so as to ensure consistency of practice across the school and there has been insufficient improvement in the procedures used to monitor teaching. The commitment and skills of the headteacher and staff and the support provided by the governing body indicate that the school's capacity for further improvement is satisfactory.

## STANDARDS IN SUBJECTS

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

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
			<i>below average</i>
			<i>well below average</i> E
English	C	A	
Mathematics	E	C	
Science	E	B	

On entry to the school children's attainment is well below average. Children make very good progress while they are in the nursery and reception class and by the time they are five years old they are achieving the expected standards. Infants make very good progress in English, good progress in mathematics and satisfactory progress in science. By the time they are seven, pupils achieve standards that are well above average in English and above average in mathematics and science. A high proportion of juniors leaves or joins the school before the end of Key Stage 2. Often, the pupils leaving are those who have achieved highly in the end of Key Stage 1 assessments in English, mathematics and science. Despite this high turnover in pupils, the school's literacy strategy is successfully raising standards in English during Key Stage 2. Inspection evidence shows that the standards attained by pupils in the current Year 6 class are above average for English. The implementation of the National Numeracy Strategy has only just started to improve standards in mathematics, which are below average at the end of Key Stage 2. The attainment of 11 year olds in science is below average and in information technology it is well below the standard expected for this age. Pupils make good progress in art in Key Stage 2 and satisfactory progress in most of the other subjects of the curriculum, but in design and technology progress is unsatisfactory in Key Stage 2.

## QUALITY OF TEACHING

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

On the basis of the lessons seen during the inspection, teaching is judged to be very good overall. It is satisfactory or better in 95 per cent of lessons. In two-thirds of the lessons, teaching is good or better and it is very good in a quarter of lessons. In a few lessons the management of pupils' behaviour was poor. Overall, teachers lack sufficient expertise in information technology and this affects pupils' progress.

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

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. Pupils behave well in and around the school. Pupils enjoy their work and are willing to take responsibility.
Attendance	Unsatisfactory. Attendance has improved since the start of the current school year but too many pupils arrive late.
Ethos*	Very good. Very good relationships between pupils and with staff. High expectations and good focus on equal opportunities.
Leadership and management	Good overall. Good leadership from the headteacher. High expectation for pupils' learning and behaviour. Staff implement the school's aims and values well. However, governors are not sufficiently active in holding the school to account for standards achieved and in planning for the school's future development. Procedures for monitoring teaching are unsatisfactory.
Curriculum	Satisfactory overall. Strengths in implementation of the school's literacy strategy and its positive effect on standards attained.
Pupils with special educational needs	Good. Support for pupils with special needs is well organised and very effective in raising standards.
Spiritual, moral, social & cultural development	Provision for moral, social and cultural development is very good and opportunities for spiritual development are good.
Staffing, resources and accommodation	Good. The school is well staffed with teachers and classroom assistants, who are trained effectively. The accommodation is good and there are sufficient resources to support pupils' learning. There is insufficient of information technology equipment to teach pupils to give instructions to control devices.
Value for money	Good.

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

## THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
VI. Their children enjoy school. VII. The good standards of work that their children achieve. VIII. The high standards of behaviour. IX. The values and attitudes that the school promotes. X. The information that they are given about their children's progress.	XI. The difficulty experienced in approaching the XII. A lack of consistency in setting homework. XIII. Parents do not have enough information

Overall, the amount and type of homework set is satisfactory but inspectors agree that there are inconsistencies between classes in setting homework. Inspection evidence does not substantiate concerns expressed about the lack of ease with which the school can be approached or about the inadequacy of the information given about what is taught.

## · **KEY ISSUES FOR ACTION**

In order to further develop the quality of education provided and to raise the standards of education, the governors, the headteacher and senior management should take steps to:

Improve pupils' performance in information technology and in design and technology by:

- developing the effectiveness with which teachers use schemes of work to plan pupils' acquisition of skills, knowledge and understanding;
  - purchasing the materials, equipment and learning resources needed to teach the full range of the National Curriculum programmes of study;
  - continuing to provide staff with training in all aspects of these subjects;
  - evaluating the effect of training and the scheme of work on the quality of information technology teaching and on pupils' attainment and progress.
- (Paragraphs 0, 0, 0, 0, 0, 0, 0-0, 0-0)

Improve the school's arrangements for monitoring strengths and weaknesses in teaching across the curriculum by:

- establishing a regular programme of lesson observations;
  - keeping records of lessons observed and of feedback given to staff;
  - regularly evaluating strengths and weaknesses in teaching and reporting this in general terms to the governing body.
- (Paragraph 0)
- 

Improve pupils' punctuality by developing and implementing strategies to promote prompt attendance, for example, by:

- providing incentives for good attendance and punctuality,
  - acknowledging pupils who have improved their punctuality.
- (Paragraphs 0, 0)

Improve the governing body's procedures for holding the school to account for standards and for taking a more active role in development planning by:

- involving governors more closely in the review of educational provision and its impact on standards;
  - involving governors in the identification of priorities for educational development
  - ensuring that the school development plan and financial planning give greater consideration to the school's long term development.
- (Paragraphs 0, 0, 0)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraph 0 (assessment), paragraphs 0 and 0 (homework), paragraphs 0, 0 and 0 (swimming in Key Stage 2), paragraph 0 (complying with statutory requirements for providing information to parents and the requirements for collective worship); paragraphs 0, 0, 0, (learning resources for history and geography).

## · INTRODUCTION

### · Characteristics of the school

1 Crampton Primary School, which caters for girls and boys between the ages of three and 11 years, is of average size. It is maintained by the London Borough of Southwark. Most pupils live in the immediate area, which largely comprises private and council rented housing and flats. The school is located on a single site. Pupils are admitted to the 25-place nursery from the term after their third birthday, and while there is no guarantee of a place, most children transfer to the reception class in either the September or January of the year in which they become five years old. Currently, there are 194 full-time pupils on roll in seven classes from reception to Year 6. In addition, 12 children attend the nursery on a full-time basis, and a further 16 attend on a part-time basis – 11 in the morning and 7 in the afternoon. In the reception class three-quarters of the pupils were under five at the time of the inspection. There are more boys than girls in the nursery and in Key Stage 1. The school is fully subscribed and the roll has remained stable during the last five years. Although the number of pupils on roll remains fairly static there is a high turnover in pupils during Key Stage 2, and about half of the pupils starting Key Stage 2, including many higher attaining pupils, leave the school before the end of Year 6.

2 Overall, pupils' social and economic circumstances are well below average. At 51 per cent, free dinner eligibility is high in comparison with the national average. About half of the pupils in the school are from minority ethnic groups. A sixth of pupils speak English as an additional language, which is a high proportion. The attainment of pupils on entry to the school is well below average for their age. Twenty-seven per cent of children in full time education are on the school's special educational needs register, and at 2.5 per cent, the proportion of pupils with statements of special educational needs is higher than average.

3 The school's aims express high expectations for children's achievements and behaviour and the promotion of a safe, supportive and caring learning environment based on mutual respect for others. Current priorities for further development include improving standards in mathematics through implementation of the National Numeracy Strategy; developing consistency in marking pupils' work; raising further the confidence and competence of both staff and pupils in information technology; continuing to improve provision for art, music and physical education; improving the outdoor environment of the nursery; and further developing the school's management, with particular reference to monitoring.

3

## Key indicators

### Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1998	16	14	30

#### 3 National Curriculum Test/Task Results

		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	15	15	15
	Girls	13	13	13
	Total	28	28	28
Percentage at NC Level 2 or above	School	93(90)	93(80)	93(90)
	National	80(80)	81(80)	84(84)

#### 3 Teacher Assessments

		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	15	15	15
	Girls	13	13	13
	Total	28	28	28
Percentage at NC Level 2 or above	School	93(83)	93(87)	97(100)
	National	81(80)	85(84)	86(85)

### Attainment at Key Stage 2<sup>1</sup>

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

Year	Boys	Girls	Total
1998	10	17	27

#### 3 National Curriculum Test Results

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	4	7
	Girls	13	8	11
	Total	19	12	18
Percentage at NC Level 4 or above	School	70(41)	44(44)	67(41)
	National	65(63)	59(62)	69(69)

#### 3 Teacher Assessments

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	7	7
	Girls	12	12	13
	Total	19	19	20
Percentage at NC Level 4 or above	School	70(56)	70(48)	74(59)
	National	65(63)	65(64)	72(69)

1

Percentages in parentheses refer to the year before the latest reporting year

3 **Attendance**

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

Authorised	School	5.9
Absence	National comparative data	5.7
Unauthorised	School	2.1
Absence	National comparative data	0.5

3

3 **Exclusions**

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

Fixed period	7
Permanent	0

3 **Quality of teaching**

Percentage of teaching observed which is: %

Very good or better	26
Satisfactory or better	95
Less than satisfactory	5

3 **PART A: ASPECTS OF THE SCHOOL**

3

**EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

3

**Attainment and progress**

- 4 On starting school, children's attainment is well below average. Pupils make good progress overall while they are at Crampton and reach levels of attainment which on the whole are average. In comparison with the attainment of pupils in similar types of schools, it is above average. Since the last inspection there has been a substantial improvement in pupils' attainment in English at Key Stage 2 because the school has expended much time and effort in piloting the National Literacy Strategy. Although attainment in mathematics and science is below the national average, it compares well with that of pupils in similar schools. It was not possible to make judgements about the school's results in the 1999 national tests and teacher assessments because comparative information was not published at the time when the inspection took place. Nevertheless, inspectors drew on evidence of the 1999 results in reaching conclusions about attainment and progress.
- 5 The attainment of five year old pupils in the reception class meets the nationally recommended targets - the 'desirable learning outcomes' for pupils in nursery education - across all the areas of learning: language and literacy, mathematics, creative and physical development, and knowledge and understanding of the world.
- 6 In the 1998 national tests for seven year olds, standards in reading and writing were well above the national average and very high in comparison with those of similar schools. In the 1998 end of Key Stage 2 national tests, standards of attainment in English were average and were well above the average attained in similar schools. Inspection evidence suggests that there has been a further improvement since these tests were carried out and that pupils' attainment is above average by the end of Key Stage 2. Across the curriculum, standards in literacy are above average at the end of both key stages. In English, pupils' skills in speaking and listening at the end of Key Stage 1 are above average, and by the time they are 11 years old their speaking and listening skills are well above average. Seven year olds speak clearly and with increasing confidence and they listen attentively to one another and to adults. By the end of Key Stage 2, pupils' listening skills are well developed and they speak confidently and articulately. Pupils' attainment in reading at the end of both key stages is above the national average. Year 2 pupils are beginning to read with fluency and intonation, and by the end of Key Stage 2 many pupils are confident readers who use expression to make their narration more interesting when reading aloud. At the end of Key Stages 1 and 2, pupils' attainment in writing is above average. At the end of Key Stage 1 pupils spell simple words correctly and higher attaining pupils use more complex vocabulary, such as 'ravenous'. Their writing is accurately formed and clear and they use capital letters and full stops correctly, but their handwriting is not joined. By the time they are 11 years old most pupils' writing is neat and joined and spelling is correct. Higher attaining pupils use punctuation marks well and produce a good range of writing, including poems and biographies.
- 7 Since the last inspection, standards in mathematics have remained above the national average at the end of Key Stage 1 but they have fallen below average at the end of Key Stage 2. In mathematics, attainment at the end of Key Stage 1 is above the national average. Compared with schools of a similar type, pupils' attainment at end of Key Stage 1 is well above average. These pupils' skills in arithmetic are good. Most pupils, for example, carry out simple additions and subtractions accurately and higher attainers are developing competence in multiplication and division. Their skills in using and applying mathematics in a range of situations are good. Many higher attaining pupils leave the school during Key Stage 2, and by the end of the key stage, attainment is below the national average. In the 1998 end of Key Stage 2 tests, attainment in mathematics was well below the national average. However, when compared with the attainment of pupils in similar schools, the attainment of Crampton pupils is average. Inspection evidence indicates that there has been an improvement in standards in Key Stage 2 since the school started to implement the National Numeracy Strategy. Currently, many Year 6 pupils are achieving level 4 in some, but not all aspects of mathematics. They use a variety of mental and written computation skills to solve number problems and they understand skills in mental calculations. Across the curriculum, standards in numeracy are above average in Key Stage 1 but below average at the end of Key Stage 2.

- 8 In science, pupils' performance as a whole has remained steady since the last inspection. In the 1998 national assessments for seven year olds, the proportion of pupils attaining the expected standards was well above average, but few pupils achieved beyond this. In the 1998 Key Stage 2 tests few pupils reached level 5 and consequently attainment was well below the national average. However, the proportion of pupils attaining the national expectation, level 4, was close to the national average. In comparison with the attainment of pupils in similar types of schools, pupils at Crampton attain standards that are very high at the end of Key Stage 1 and above average in science by the end of Key Stage 2. Inspection findings show that the attainment of pupils is above the national average at the end of Key Stage 1, but is below the national average at the end of Key Stage 2. Overall, pupils' knowledge and understanding of life and living processes, materials and their properties, and physical processes are well developed in Key Stage 1 and average in Key Stage 2. Key Stage 1 pupils' skills in experimental and investigative science are average, but those of Key Stage 2 pupils are below average.
- 9 Standards in information technology are below those expected by the end of Key Stage 1 and well below those expected at the end of Key Stage 2. This represents a deterioration in relation to the standards reported at the time of the last inspection. Year 2 pupils can write text using a simple word processor and can use a simple data-handling program. However, they do not learn to give signals to control different devices because there is a lack of suitable equipment for this purpose. Year 6 pupils know how to operate computers to perform basic word processing and they can find information from the Internet. However, they do not reach the expected standard because they lack other important skills, for example, in copying text from one document to another and in controlling and monitoring events and processes and in using information technology - based models and simulations.
- 10 Standards in religious education meet the expectations of the local agreed syllabus for the end of each key stage. Key Stage 1 pupils have a general knowledge of Christian festivals and stories and those of other religions. By the end of Key Stage 2 pupils have a more detailed knowledge of the world's main religions and the differences between them.
- 11 Pupils' progress is good overall during their time in the school. In 95 per cent of lessons seen, progress was satisfactory or better. In about two-thirds of lessons progress was good or better, and in a fifth of lessons, it was very good, and occasionally excellent. The good progress made during lessons is as a direct result of good teaching. When pupils join the school at the age of three their overall attainment is well below average. In relation to these low standards of prior attainment, children under five make very good progress in all aspects of their learning while they are in the nursery and reception classes. In the lessons seen, progress was good or better in all lessons in the nursery and reception classes. During Key Stage 1, pupils make good progress overall. In Key Stage 1, progress was satisfactory or better in nearly nine-tenths of lessons and good or better in half of these lessons. Their progress in English is very good. In mathematics and physical education, it is good, and in most other subjects, with the exception of information technology, it is satisfactory.
- 12 Overall, progress made in Key Stage 2 is satisfactory. In reaching this judgement, inspectors have taken into account pupils' progress in lessons and their progress over time. Account has also been taken of the unsettling effect on pupils of the high level of pupil mobility during Key Stage 2. About half of the pupils starting Key Stage 2, including many higher attaining pupils, leave the school before the end of Year 6. Against this background, it is noteworthy that good progress is made in English and art. Satisfactory progress is made in mathematics, science, religious education, geography, history, and music. Since the last inspection there has been an improvement in the quality of work and the progress achieved in art. Progress in information technology is unsatisfactory because pupils do not have sufficient access to the use of equipment and software needed to learn the skills identified in the National Curriculum programmes of study during Key Stage 2. In design and technology, progress is unsatisfactory because the work set does not provide sufficient guidance and challenge for pupils to learn the skills of designing and making.
- 13 During the inspection, progress was invariably satisfactory or better in the lessons seen in Key Stage 2. In about a third of these lessons, progress was good and in over a quarter of lessons it was very good and

occasionally excellent.

- 14 In both key stages, effective support in the classroom and through the school's reading recovery programme enables pupils with special educational needs to make good progress and those for whom English is an additional language to make very good progress.
- 15 There is no evidence of a significant difference in the attainment of boys and girls or of pupils of differing ethnicity and background. Over the three year period from 1995 to 1998 both girls' and boys' performance in the national tests for 11 year olds mirrored the national picture. Girls slightly outperform the boys in English, while boys' attainment was better than that of girls in mathematics and science.
- 16 The school has set satisfactory targets for improvement in pupils' attainment in English, mathematics and science at both key stages. Inspection evidence, taking into account the school's satisfactory arrangements for introducing the National Literacy and Numeracy Strategies, indicates that these targets are likely to be met.
- 16 **Attitudes, behaviour and personal development**
- 17 Throughout the school, pupils' attitudes to learning are very good, and this is a strength of the school which has a positive impact on standards achieved, particularly in English. Children under five have very positive attitudes to learning and enjoy the nursery and reception class. The school has successfully built upon the previously reported positive attitudes to learning. Pupils show a keen interest in their work and enthusiastically share what they are doing with visitors. They settle down quickly to tasks at the start of sessions and they work hard. Most listen and concentrate well. The youngest children in the nursery are beginning to develop listening and concentration skills. The older pupils sustain concentration and generate ideas. Some select and use appropriate resources, both during investigations and to improve their work generally. Pupils co-operate well together and are able to work alone or as a whole class when required. A striking feature of the oldest children is their understanding that they themselves are responsible for their learning. Pupils with special educational needs have good attitudes to learning because they are sensitively supported by staff.
- 18 The good behaviour reported at the time of the last inspection has been maintained. Parents acknowledge and value this aspect of the school's work. Pupils take care of school property and tidy away well at the end of sessions. Playtimes are enhanced by equipment provided to encourage co-operative play. There are some pupils in the school whose behaviour is challenging. The good standards of behaviour seen overall are largely due to the strong and consistent behaviour management strategies adopted on almost all occasions. There were seven fixed period exclusions reported during the last year, relating to a small number of older pupils who repeatedly behaved unacceptably. These incidents were correctly reported to the local education authority and to the governing body. All adults in the school provide positive role models for pupils.
- 19 Pupils are courteous, trustworthy and friendly and form good relationships with one another and with all adults in the school. They are welcoming and polite to visitors, offering help and holding open doors. The school and parents recognise that a small amount of bullying occurs, but no evidence of bullying behaviour was seen during the inspection. Children say that there is no bullying and that they are well supported by peers and staff. Pupils show respect for others and respond positively to the opportunities offered to them to understand and celebrate our multi-cultural society.
- 20 Pupils are keen to take responsibility in many ways. The very youngest, for example, feed the goldfish and hamster and take the register to the office. Older pupils undertake duties as playground monitors, support other children in their class, and help to set up the hall for assemblies. All pupils show good development in this area and the under fives meet the desirable learning outcomes for young children because there are now good opportunities for personal development at the school.

20 **Attendance**

21 Attendance at the school is unsatisfactory overall because a significant number of children arrive late each day - a problem that remains unresolved since the last report. In addition, rates of both authorised and unauthorised absence at the school have, until very recently, been significantly above national averages. The school has received support from the local education authority this term to put in place systems for analysing and monitoring attendance. These measures have resulted in a significant improvement in the attendance rate. This has now risen to 95 per cent with very little unauthorised absence, which is satisfactory.

21 **QUALITY OF EDUCATION PROVIDED**

21

**Teaching**

22 There are strengths in many aspects of teaching, such as teachers' expectations, planning, and the methods used, the cumulative effect of which makes teaching very good overall. Since the last inspection there has been a substantial improvement in the quality of teaching. At that time, teaching was satisfactory or better in 81 per cent of lessons, with only 10 per cent being very good or excellent. Now, two-thirds of the teaching is good or better, and in a quarter of the lessons it is very good or excellent. Across the school, teaching is satisfactory or better in 95 per cent of lessons.

23 As a whole, teaching is very good for children in the nursery and reception classes and in Key Stage 2, and in Key Stage 1, the quality of teaching is mostly good. Teachers' very high expectations for pupils' learning and behaviour are the driving force behind the good progress made in lessons and over time. Overall, the management of pupils' behaviour is a strength of the school. During the inspection there were a few occasions in Year 1 when a teacher new to the school experienced difficulty in managing pupils' behaviour and this resulted in a lack of progress in those lessons.

24 The quality of teachers' planning is good overall, and for the under fives it is very good. In many of the best lessons teachers tell the pupils what they are going to learn and regularly check that they are achieving the objectives set. Another strength of teaching is the effective deployment of classroom assistants, support teachers, students on teaching practice and voluntary helpers, who focus their attention on particular groups of pupils, often those with special educational needs or those for whom English is an additional language. Support staff are usually well briefed before the lesson begins and most make a positive contribution to pupils' learning. In Key Stages 1 and 2 teachers' day-to-day assessment of pupils' attainment and progress is good, and in the classes for children under five, it is very good. In the best lessons teachers use assessment information to modify their planning for future lessons.

25 In most lessons, teachers provide clear explanations of new facts to the class as a whole. They ask challenging questions to probe pupils' knowledge and understanding and there is a balance between whole class, individual and group work. In many of the best lessons teachers encourage pupils to take responsibility for their own learning. For example, in a Year 6 literacy hour, pupils were asked to find examples of the use of parentheses in a story they were reading. However, in a few lessons, over direction from teachers inhibits the development of pupils' learning skills - for example, in planning and carrying out scientific enquiry.

26 Teachers' use of time and resources is often very good. In many lessons, such as in a numeracy lesson in Year 4, the learning resources used are supplemented by those produced by the teachers themselves. The choice of methods and classroom organisation strategies is good. The best lessons are very well structured, with very clear whole class introductions, well-timed group and individual activities, and the effective use of short plenary sessions at the end of the lesson to consolidate pupils' learning. Some parents have expressed concern about inconsistencies in the setting of homework, which is left to the discretion of individual teachers. Overall, homework makes a satisfactory contribution to pupils' learning. However, it is not as powerful a tool for promoting progress as it might be.

27 The teaching of English and literacy is good in Key Stage 1 and very good in Key Stage 2. Teachers'

planning for the literacy hour is satisfactory and the range of methods and teaching strategies used is good. Considerable attention is paid to improving reading standards and this is mostly successful. Some pupils are withdrawn for intensive support given through the school's reading recovery programme. Many pupils practise their reading during registrations and assemblies, receiving support from teachers, classroom assistants and voluntary helpers.

- 28 Arrangements for teaching pupils with special educational needs are good. Staff are aware of the needs of individual pupils and meet these needs. The support staff are very effective in supporting pupils who have special educational needs and most have received relevant training.
- 29 The teaching of mathematics and numeracy is good at both key stages. Science teaching is good at Key Stage 2. No Key Stage 1 science lessons were taught during the inspection. However, evidence from pupils' work, teachers' planning, and discussions with teachers and pupils, indicates that teachers' subject knowledge and expertise are satisfactory, as are the methods that they use. Teachers have satisfactory expectations for science and in Year 2 the assessment of pupils' learning is good. On the basis of this evidence the quality of science teaching would appear to be satisfactory overall at Key Stage 1. Religious education is satisfactorily taught at both key stages. However, the teaching of information technology is unsatisfactory at both key stages. Overall, teachers lack sufficient expertise and confidence in information technology. As a consequence, there are insufficient planned opportunities for pupils to learn skills in this subject.
- 30 The quality of teaching in the lessons observed in other subjects during the inspection was good overall. In the vast majority of these lessons teaching was good or better. The teaching of physical education at Key Stage 1 is good. Swimming is well taught and teachers coach pupils effectively in the development of skills in games and gymnastics. The quality of history teaching at both key stages is satisfactory overall. A limited number of lessons were seen in some subjects, and there is therefore insufficient evidence to make secure judgements about the quality of teaching in art, design and technology, geography and music at both key stages and about the teaching of physical education at Key Stage 2. In the lessons seen there were indications that aspects of these subjects are taught well. In music, for example, teachers' expertise is used well to extend pupils' musical ability. There is effective planning for design and technology in Key Stage 1, and in art, shading techniques are taught well during Key Stage 2.

30

### **The curriculum and assessment**

- 31 Overall, the school's curriculum has satisfactory breadth, balance and relevance, planning is satisfactory and curriculum provision for pupils with special educational needs is good. Since the last inspection, there has been a satisfactory improvement in the provision of schemes of work and the enrichment of curriculum opportunities through visits and school journeys.
- 32 The curriculum for children under five provides a sufficiently broad range of experiences that match the national recommendations for children in nursery and reception classes. Curricular planning for the under fives is satisfactory and good provision is made to support children with special educational needs.
- 33 The curriculum offered at Key Stage 1 is good and at Key Stage 2 it is satisfactory overall. All subjects of the National Curriculum are taught in both key stages, and swimming is taught at Key Stage 1. The curriculum is broadly based, balanced and relevant to pupils' needs. It provides satisfactory opportunities for pupils' intellectual, personal, social and physical development. However, there is insufficient opportunity to develop pupils' skills in information technology at both key stages and in design and technology at Key Stage 2. The school complies with most statutory requirements, except in information technology, where there is a lack of suitable equipment for teaching pupils onto control devices such as floor robots, and also, on a temporary basis, in swimming in Key Stage 2, due to the closure of the local swimming pool. The curriculum provides suitable opportunities for sex education through its personal, social and health education programme and through the science curriculum. Education about drug awareness is provided in collaboration with the local authority and the police.

- 34 The school rightly places considerable emphasis on developing pupils' skills in literacy, and its literacy strategy works well and effectively. An outstanding feature of provision is the reading recovery programme, which very successfully helps pupils who have difficulty in reading to become more confident. In most year groups the National Literacy Strategy provides the framework for teaching reading and writing. In Year 2, this is not the case. Nevertheless, the high standards attained at the end of Year 2 testify to the effectiveness of the integrated approach to teaching literacy and other subjects used in this class. The school has started to implement the National Numeracy Strategy and inspection evidence indicates that this is having a positive effect on standards, particularly in Key Stage 2.
- 35 Curriculum planning in Key Stages 1 and 2 is satisfactory. The last inspection identified the need for the school to continue the development of schemes of work, and although there is still room for further development, for example in information technology and design and technology, this key issue has been addressed satisfactorily.
- 36 The curriculum for pupils with special educational needs is good. Individual Education Plans clearly identify the targets for pupils. The effective assessment and the regular review of pupils' learning, in which teachers, support staff and parents are involved, help individual pupils to reach their targets.
- 37 Arrangements for ensuring equality of access and opportunity are satisfactory. Equality of access to the curriculum for pupils in Key Stage 1 is good because of the high levels of support provided. The needs of pupils who speak English as an additional language are effectively met through the school's literacy programme and the support provided by the reading recovery scheme.
- 38 Extra-curricular provision is very good and is a strength of the school. The school does much to enrich pupils' educational experiences through activities such as the choir, which recently performed in Southwark Cathedral, and through instrumental tuition, Irish Country Dancing, gardening and the science club. Pupils have satisfactory opportunities to participate in a range of extra-curricular sports, including football, netball, and athletics. The previous inspection report drew attention to the lack of opportunity for pupils to visit museums and other places of interest and to undertake a residential school trip. The school has taken satisfactory action to improve this provision, which contributes well to pupils' academic and personal development.
- 39 Arrangements for assessing pupils' attainment are satisfactory overall. The school has recently revised and amplified its assessment policy. It has introduced the use of the Qualifications and Curriculum Authority's interim tests for pupils in Key Stage 2 to support teachers' assessment of attainment. The school fulfils the statutory requirements for assessing pupils' attainment in English, mathematics and science at the end of each key stage. The school makes good use of the local authority's arrangements for the assessment of pupils starting compulsory education when they become five years old.
- 40 Improvement of the school's assessment arrangements has not been sufficiently rapid. Some of the weaknesses in assessment procedures identified at the time of the last inspection have yet to be resolved. Other than in English and mathematics, arrangements for teachers to compare their judgements of pupils' attainment with one another in order to ensure consistency are unsatisfactory. Insufficient use is made of the Qualifications and Curriculum Authority's guidance exemplifying standards in National Curriculum subjects. The school has written a draft marking policy, but work samples indicate that there is inconsistency in its use. Where marking is effective, teachers annotate pupils' work with comments that help them to understand how they can improve their work.
- 41 There is some evidence of good practice in the use of assessment to inform curricular planning. In science, for example, weaknesses in pupils' skills and understanding of graphs were identified by analysing pupils' performance in assessment tests. The improvement of these skills is now being targeted in the lessons taught.

41

#### **Pupils' spiritual, moral, social and cultural development**

- 42 Overall, the provision for pupils' spiritual, social, moral and cultural development is very good. Pupils have

good opportunities to develop spiritual awareness and self-knowledge. Whole school assemblies contribute well to spiritual development and the inclusion of music in these assemblies, such as when the choir sings, plays an important role in achieving this. Religious education lessons make a strong contribution to pupils' spiritual development. In addition, there are some occasions in other subjects when pupils have good opportunities to experience awe and wonder, such as when a visiting artist transformed pupils' words into pictures during a Year 5 literacy lesson, and when pupils in Year 2 described what they had found during a trip to the River Thames. However, other than in religious education, curriculum planning gives only limited attention to pupils' spiritual development.

43 Provision for pupils' moral development is very good. The school has a very well-developed moral code, based on mutual respect for others, which is consistently implemented. Staff set positive role models and this re-inforces pupils' moral development. All pupils know and understand that good behaviour is expected and they respond accordingly. As a result, behaviour throughout the school is good.

44 The school succeeds in creating a very good atmosphere for pupils' social development and this provision has improved considerably since the last inspection, which reported that there were limited opportunities for pupils to take responsibility. In the nursery class, for example, children are given regular jobs, such as feeding the goldfish and helping to tidy up, which fosters their social development. As pupils move through the school, they are given many more opportunities to develop socially. They learn to take responsibility for school routines, such as delivering registers and lunch boxes, managing the school library, and acting as class monitors, and older pupils develop skills in helping others by acting as playground monitors to support teachers and midday supervisors. These pupils, distinguished by their blue sash, are always on hand to help younger ones, who may be lonely or troubled in some way. The award of the blue sash in assemblies is well regarded by the pupils, who see it as a mark of achievement and maturity. The wide range of extra curricular activities - gardening, dancing, the school journey, and choir - contributes to pupils' social development.

45 There are very good opportunities for pupils' cultural development. Pupils make regular visits to different churches, museums and art galleries. The school community is used well to enhance pupils' awareness of the richness and diversity of other cultures. For example, a member of staff organised a day in which pupils learned about Greek food and culture. This proved to be very popular. A Key Stage 2 assembly made a strong contribution to the school's celebration of 'Black History Month' when a parent, who is a musician, spoke about Duke Ellington, whose centenary it is, illustrating his talk by playing examples of Ellington's music. Pupils' cultural development is also promoted through arts activities, such as Art in the Park and the school's Irish Dancing Club, as well as visits by students from South Bank University, who use artefacts from different cultures to teach history. The school makes good use of religious festivals, such as Eid, Divali, and Hanukkah, to extend pupils' knowledge of other religions and cultures.

#### 45 **Support, guidance and pupils' welfare**

46 The school provides satisfactory support and guidance for all its pupils. Procedures for monitoring pupils' progress are satisfactory, and since the last inspection they have been developed to take account of the implementation of the National Literacy and Numeracy Strategies. Although arrangements for monitoring pupils' personal development are largely informal, they are nevertheless effective. Staff know all pupils well, and this, combined with strong teamwork and good communications, provides pupils with a learning environment that is responsive to their individual needs. Most children attending the nursery, for example, move on to the school's reception class, and careful liaison between teachers ensures a smooth transition. Pupils with special educational needs receive good support throughout and are well integrated into school life. Families of pupils with special educational needs are consulted fully in the planning of work to meet their children's needs. Special needs support assistants are well trained and provide good support, working closely alongside children to ensure that individual education plans are fulfilled. The school welcomes the help provided by parents and other volunteers who regularly work alongside staff to support pupils' learning.

47 The management of pupils' behaviour is very good and is one of the school's strengths. This aspect of

provision has been successfully developed since the last inspection, which reported satisfactory arrangements for monitoring and promoting good behaviour and discipline. The practice of teachers and governors is clearly guided by the school's behaviour policy and procedures. Parents recognise the success of the strategies used to promote good behaviour, and inspection evidence confirms their effectiveness. As a consequence, there is very little bullying reported by pupils and parents and no incidents were seen during the inspection.

48 The school provides a positive, secure environment which makes an important contribution to the standards achieved. Registers are taken efficiently and on time, teachers welcome pupils to classes individually and settle them down to work promptly. Since the start of the current school year the school has been working closely with the local authority's educational welfare service to promote good attendance. Satisfactory procedures for promoting and monitoring attendance have been developed and this has resulted in a significant improvement in attendance rates since September. However, the weakness in measures to promote punctuality, identified at the time of the last inspection, has not been resolved. The late arrival of a significant minority of pupils at the start of each day affects their learning and progress.

49 There are satisfactory arrangements for child protection. Records relating to children in need are stored securely and the school is planning to provide further training for all staff in view of recent staff changes.

50 The school successfully promotes the health, safety and general well-being of pupils. Arrangements for caring for pupils who are unwell and for giving first aid are satisfactory, and pupils are supervised well at lunchtime and during the morning and afternoon breaks.

#### 50 **Partnership with parents and the community**

51 The school's partnership with parents and the community is good. Overall, there has been an improvement in this aspect of the school's work since the last inspection, because parents have become more involved in their children's learning.

52 Parents' involvement in their children's education is good, and this makes a positive contribution to pupils' learning. The money collected by the Parent Teacher Association makes a significant financial contribution to the school's resources. Parents help in classes - for example, they hear pupils read, and one parent sometimes draws pictures to illustrate pupils' work during literacy lessons. Sometimes parents come in to give talks to pupils at assemblies. Many parents accompany children on trips and visits to places of interest. Most parents are keen to support their children's learning at home and attend consultation and curriculum meetings to find out how they can help, as well as how their children are progressing.

53 The quality of information provided for parents is good. Communications between home and school are well supported by the use of pupils' work diaries. Although most parents are satisfied with the information they receive from the school, a few thought that they did not have enough information about what is taught, and a small number of parents reported that they found it difficult to approach the school with questions and problems. Inspectors found that the quality and availability of information for parents is good. The school holds two formal consultation meetings each year for parents to meet with teachers. It also offers daily informal access to staff, if wanted, by parents. In addition, the school consults parents promptly when there are any concerns about pupils, offering meetings and support if necessary. Inspectors also found that the school is open and approachable, especially when parents have questions and problems. The school welcomes initiatives and approaches from parents. Pupils with special educational needs are supported well and parents are fully involved in planning and assessing their progress. The parents of pupils on the reading recovery programme are given advice on how to help them meet their targets by continuing the programme at home.

54 Some parents have expressed concern about consistency in setting homework. Inspectors found that, although the homework set is appropriate to pupils' needs, there are inconsistencies in practice across the school. These inconsistencies result from the lack of an effective homework policy.

- 55 The school prospectus provides parents with satisfactory information about the school. The Governors' Annual Report to Parents is a useful document giving parents information about the school's work and plans. Annual reports to parents on pupils' progress are well written, giving good information on what pupils know and can do. These reports are satisfactory and meet statutory requirements. However, they are not of a uniform format and target setting is inconsistent.
- 56 Pupils transfer to many different secondary schools at the end of Key Stage 2. The school holds a meeting for Year 6 families to give information on transfer arrangements and a group of parent volunteers helps pupils and their parents prepare for interviews at the secondary schools to which they have applied. The school has satisfactory arrangements for pupils joining the school, including an induction visit.

57 The school has good links with the local community, participating in competitive sports, welcoming teacher trainees and sharing in borough events. Pupils visit theatres, local places of worship, parks and museums. The school makes good use of local resources, such as the River Thames, to enhance the curriculum, for example in science and geography.

57

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **57 Leadership and management**

58 The leadership and management of the school is good overall. Since the last inspection there has been a satisfactory improvement in the attainment of pupils and the quality of education provided by the school. The commitment and skills of the headteacher and staff, and the support provided by the governing body, indicate that the school's capacity for further improvement is satisfactory.

59 The school is very successful in achieving its educational aims and promoting its values. As a consequence, the school's ethos, which is very good, has been maintained since the last inspection. The school successfully engenders a learning environment that results in very good attitudes to learning, high achievement, and good relationships.

60 Arrangements for the day-to-day management of the school are satisfactory overall. The headteacher provides effective educational direction for the work of the school and has maintained a strong sense of common purpose amongst the staff. The acting deputy head and other members of the senior management team ably support her. There are very good arrangements for the management of special educational needs, which is well organised and efficiently carried out. Although subject leaders fulfil their roles satisfactorily, recent changes in staffing have affected the allocation of responsibilities for the management of some subjects, particularly mathematics.

61 The school provides good support for teaching and it has satisfactory arrangements for supporting curriculum development. The previous inspection report drew attention to the unsatisfactory arrangements for monitoring teaching. The school has since produced a policy document which provides a suitable basis for monitoring teaching, but this does not guide its practice sufficiently. As a consequence, the monitoring of teaching is still unsatisfactory in most subjects. Arrangements for monitoring the teaching of literacy are satisfactory.

62 The committed governing body is appropriately informed about the work of the school and plays a satisfactory role in supporting management and discussing policy. Several members of the governing body are closely involved in the daily life of the school and provide generously of their time and expertise. Sub-committees meet regularly and report to the full governing body. Governors review and amend policies drafted by the staff, and they discuss the financial plans proposed by the headteacher and the outcome of national tests and teacher assessments. However, they do not have sufficiently well-developed procedures for holding the school to account for the standards achieved and the quality of education provided. Some issues, such as the appointment of a permanent deputy head, are not addressed with sufficient urgency.

63 The school has acted on the criticism of school development planning in the last inspection report by establishing criteria for measuring the success of the plan's implementation. The current plan provides a satisfactory basis for planning the school's work over the coming year, but it does not identify clearly enough the school's long term priorities. Although the governing body reviews the plan prepared by the headteacher and staff, governors are not sufficiently involved in planning for the school's future development and in evaluating the effectiveness of the plan's implementation.

64 Most statutory requirements are met. However, the school does not fully comply with requirements for a daily act of collective worship for all pupils. Sometimes, assemblies do not provide a suitable opportunity for pupils' reflection and for broadly Christian worship. A significant number of pupils are withdrawn from assemblies for additional help with their reading. The prospectus does not fully comply with the requirements of DfEE Circular 7/98 in that it does not give details of the numbers of pupils eligible for end

of Key Stage 1 and Key Stage 2 assessment and of the percentage at each level of attainment. The school does not comply with all of the requirements of the National Curriculum programmes of study for information technology, and for swimming in Key Stage 2 during the temporary closure of the local swimming pool.

#### 64 **Staffing, accommodation and learning resources**

65 The school is well staffed with teachers and is very well staffed with support assistants, and this provision has a positive impact on the standards attained by pupils. There is a satisfactory spread of experience and expertise, with particular strengths in literacy, music and special educational needs.

66 There is good provision for the induction of all new staff. Newly qualified teachers have full access to the local education authority's induction programme and to a school-based mentor with relevant experience. They are also given time out of class to pursue a school-based programme of observations and self-development. Experienced teachers joining the staff are offered an opportunity to visit the school on two occasions to familiarise themselves with the procedures that are in place. If this is not possible, several evening sessions are arranged so that new staff can meet colleagues. Appraisal is well developed and is used effectively to identify the training needs of individual members of staff. Teaching and non-teaching staff have access to a variety of training programmes. All of the support staff, for example, have attended training in order to support pupils with special educational needs, and this has been particularly effective. The training undertaken by staff at the school has had a very positive impact on the standards attained by the pupils.

67 The accommodation is good. The school is clean and spacious. The library is developing well and is already being effectively used to encourage the pupils to enjoy books. The small on-site swimming pool is used to provide younger pupils, including those in the nursery, with opportunities to develop confidence in the water and to learn how to swim. The outside nature area is used well to enhance the curriculum for science and geography. The school is aware of the issue concerning the smelly toilets and is trying to address the problem.

68 Overall, the resources available to support learning are satisfactory. There is a good range of books to support literacy throughout the school. These are suitable for pupils of all abilities and for those who are learning English as an additional language. There is a good range of musical instruments and these are used effectively to encourage the development of musical skills throughout the school. The provision of resources for information technology, design and technology, history and geography are unsatisfactory. In information technology there is a lack of resources for control technology, and the lack of sufficient atlases and globes impedes pupils' learning in geography.

#### 68 **The efficiency of the school**

69 The efficiency with which the school uses the resources at its disposal is good.

70 Arrangements for financial planning are satisfactory. The headteacher prepares a draft budget, which is reviewed and amended by the governors' finance committee before being submitted to the full governing body for approval. Financial planning is linked soundly to the priorities identified in the school development plan for the current year, but not beyond this. The school makes effective use of the additional funding provided to support pupils with special educational needs, and of the grant allocated for the purchase of a new computer network.

71 Teachers and support staff are deployed well and they make a significant contribution to pupils' learning. Special educational needs support assistants make a very good contribution to the learning of pupils with special needs statements. Classroom assistants, whose employment is paid for from the school's main budget, are very well used to support the implementation of the literacy and numeracy strategies, and in many other lessons.

- 72 The school's accommodation is used well to support pupils' learning. The swimming pool, for example, makes a strong contribution to pupils' physical education and personal development, and the attractive garden area is well used to support work in science and environmental education. Most of the school's resources for learning are used well, except for the recently installed computer network, with which teachers are relatively unfamiliar. The library is being developed and is well used to improve pupils' reading skills.
- 73 The efficiency with which the school is administered is very good, and arrangements for financial control are good. The school's administration operates smoothly and unobtrusively, and this helps to promote a calm and purposeful ambience. The administration makes a strong contribution to pupils' welfare and safety and to the establishment of good relationships with parents and visitors. The administrator routinely provides information about the school's spending for the headteacher and staff members with financial responsibility. Financial reports are submitted to the finance committee of the governing body twice each term. The school's accounts have not been audited since the last inspection, which reported that there were sound procedures for financial management and good internal controls. Good use is made of a commercial computer system, linked to the local authority's computer, to maintain and update financial information and pupils' personal files.
- 74 The school provides good value for money. This judgement takes into account pupils' personal circumstances and prior attainment, which are well below average, the quality of education provided, which is very good, and the outcomes of education in terms of standards achieved, which are above average in comparison with those of similar schools. It also takes into consideration the unit cost of education, which is higher than average for primary schools in the London area.

74

74 **PART B: CURRICULUM AREAS AND SUBJECTS**

74 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

75 When they start in the nursery at the age of three, most children have standards of attainment that are well below average. They make very good progress while they are in the nursery and the reception class. By the time they are five, children in the reception class attain the nationally recommended levels for children of their age in language and literacy, mathematics, creative and physical development, knowledge and understanding of the world, and personal and social development.

75 **Personal and Social Development**

76 Children under five come to school happy and looking forward to the opportunities provided for them. They mix and play well together, showing they are able to take turns and share equipment and materials without too many disputes. They display good attitudes to their work. They are eager to undertake tasks, for example, sweeping up the sand, and are confident to talk about what they have achieved. Relationships are harmonious and children develop caring attitudes towards one another. They relate well to adults - both school staff and visitors. They show developing levels of maturity, for example, in the way they settle to work and observe established classroom routines. By the age of five, they are well prepared for Key Stage 1 of the National Curriculum.

76 **Language and Literacy**

77 Children enjoy stories and listen well to classroom discussions. They understand instructions and are able to carry them out responsibly, such as when they ran a make-believe fast food shop, taking orders and ringing up the bill on the till. They listen to stories attentively and answer questions appropriately. Children in the nursery can recognise their own names, and many of those in the reception class can recognise familiar words and write their own names. Progress in language and literacy is very good, and by the time they are five, children achieve the expected standards for their age.

77 **Mathematics and Numeracy**

78 Children develop good mathematical skills through a range of activities. Nursery age children, for example, can sort vegetables and fruit, as well as naming them, and they can place commonly recognised zoo animals into two groups - land animals and aquatic animals. By the time they are five, most children count confidently from one to ten and beyond and are beginning to match the number of items in a set to written numbers. The consistent teaching and reinforcement of mathematical vocabulary ensures children make very good progress.

78 **Knowledge and Understanding of the World**

79 At the age of five, children have an appropriate knowledge of towns and the countryside. They have an average knowledge of different types of animals and most can describe some of the food products from animal sources. They are aware that cows produce milk and that this goes to make cheese and butter. By the age of five most have developed satisfactory skills in using the computer.

79 **Physical Development**

80 By the time they are five, children have satisfactory skills in climbing and balancing, and they have good body control and co-ordination. They understand the differences between fast and slow movements and big and little steps, and they are aware of the amount of space they have to move in. They develop good hand/eye co-ordination during catching and throwing exercises.

80 **Creative Development**

- 81 Children's creative development is good and is well promoted through a wide variety of art, music and construction activities. Children explore colour and texture through painting and they have the opportunity to use musical instruments to learn about and play with sound. In their physical education lessons, they respond imaginatively to music, interpreting it well when, for example, they move like the animals it portrays.
- 82 Overall, the quality of the education provided for children under five is very good, and they are prepared well for transition to Key Stage 1, particularly in literacy and numeracy. The quality of teaching is very good in each of the areas of learning. Teachers have very high expectations for pupils' learning. They plan lessons very well and they have very good skills and strategies for the management of pupils' behaviour. Baseline assessments are undertaken on entry to reception, and this information is very well used to address the individual needs of the children. The curriculum covers all the recommended elements of the areas of learning for children under five. Staff, including the teachers, classroom assistants and a nursery nurse, work very well together in planning and organising lessons. Relationships are very good and children are well supported in a caring environment by adults who have high expectations of attainment and behaviour.
- 83 Children have a very positive attitude to learning and enjoy the nursery and the reception class. They are friendly and courteous and try hard to please adults and to do well. The nursery provides an attractive and secure environment and its close proximity to the reception class helps to ensure a cohesive approach to provision for children under five. Notices are clearly displayed, showing pertinent information on the curriculum as well as more general routine matters.
- 84 Children feel safe and secure in the nursery and the reception class because there are well-developed routines to help them achieve this. Those with special educational needs are identified and helped promptly, and children for whom English is an additional language are settled quickly and are integrated well into the school. This provision significantly enhances their progress.
- 85 The quality of teaching is good, especially when adults work with small targeted groups. The nursery team encourages children's learning through competent and sensitive questioning.
- 86 An Early Years policy has recently been completed and suitably guides planning, which is focused on the desirable learning outcomes for children under five.

86 **English**

87 At the end of Key Stage 1, pupils attain standards in English that are well above the national average. In the 1998 national tests for seven year olds, standards in reading and writing were well above the national average and very high in comparison with those of similar schools. Across the curriculum, standards in literacy are above average by the end of Key Stage 1. Pupils speak clearly and with increasing confidence. They listen attentively and with respect to adults and other pupils. In their reading, pupils are familiar with a range of texts and they are beginning to read with fluency and intonation. They are also beginning to use a variety of strategies for deciphering unfamiliar words, including the use of initial sounds and the interpretation of the meaning of the text. When writing, pupils can spell simple words correctly and use capital letters and full stops appropriately. The majority of pupils cannot yet produce joined script, but this is developing. The higher attaining pupils at the end of the key stage are able to use interesting words, such as ‘ravenous’, and understand the rule of ‘magic e’.

88 In the 1998 end of Key Stage 2 national tests, standards in English were in line with the national average and were well above the standards attained in similar schools. Inspection evidence suggests that there has been a further improvement since the 1998 tests were carried out and that pupils’ attainment is above average by the end of Key Stage 2. Across the curriculum, standards in literacy are above average by the end of Key Stage 2. When speaking, pupils are confident and articulate. They are able to speak to a variety of audiences. Listening skills are well developed and pupils listen attentively. At the end of the key stage they are able to articulate the differences in the text and video portrayal of ‘Goodnight Mr. Tom’. When reading a wide variety of texts they are able to express opinions about the authors and understand hidden meaning. They are confident readers and when reading aloud they use expression to make their narration more interesting. Pupils use a wide variety of strategies for reading unfamiliar words, including breaking a word into recognisable pieces. Many of the pupils read at home and enjoy talking about stories and poems. When writing, the higher attaining pupils are able to use advanced punctuation correctly. This includes direct speech marks, exclamation marks and writing in paragraphs. They write a range of texts, including poetry, biographies and factual pieces. Writing is usually neat and joined, with spellings generally correct. Some lower attaining pupils at the end of the key stage are still experiencing difficulties with correct letter formation and simple spelling. However, the school is addressing this well.

89 At both key stages girls attain higher than boys, and this mirrors the national picture. The standards attained in English overall represent a significant improvement since the last inspection report.

90 During Key Stage 1, pupils, including those with special educational needs and those for whom English is an additional language, make very good progress. The basic skills acquired in the nursery and reception class are well developed in Years 1 and 2, and pupils learn to listen with increasing concentration and to speak clearly. During assemblies there is a high expectation that all pupils will pay attention and contribute to discussions. Early reading scheme books are used effectively to increase pupils’ confidence to become competent readers. When pupils are ready, they are encouraged to read more complex books and stories that they are familiar with. Early writing skills are built upon, and during the key stage pupils become more confident writers, experiencing a range of texts, including poetry.

91 Although a high proportion of pupils leaves or joins the school during Key Stage 2, the very good quality of teaching provided ensures that all pupils make good progress in relation to their previous learning and attainment. Pupils express their opinions with increasing confidence and are willing to talk to large groups, especially during assembly and during lessons. Listening skills are well developed and pupils respect one another and are able to comment respectfully on the views of others. Pupils are effectively taught strategies to enable them to become confident readers. They have access to a range of texts of varying difficulty in order to develop reading skills. Throughout the key stage pupils are willing to talk about texts, expressing their preferences for authors. Pupils are effectively encouraged to develop their writing skills. They practise writing for a variety of audiences and produce neatly presented work. Pupils for whom English is an additional language make good progress. Pupils with special needs make good progress towards the

achievement of the targets in their Individual Education Plans and their progress is well monitored.

92 Pupils at both key stages enjoy English and usually participate fully in literacy strategy lessons. At the end of Key Stage 1, pupils are keen to read aloud and talk about stories. In Year 1 pupils are less involved in their lessons and can become distracted and misbehave. All through Key Stage 2 pupils are well behaved and keen to achieve. They are confident about their reading and writing skills and are willing to share ideas about their work. During lessons at the end of the key stage they collaborate well, and throughout the key stage pupils help each other with spellings and suggestions.

93 The quality of teaching in English is very good overall. It is good in Key Stage 1 and very good in Key Stage 2. Teachers are well prepared for every lesson with clear plans that have specific learning intentions. In Year 2 the teaching is meticulously planned to meet the needs of the pupils. In Year 1 teaching is not as effective because shortcomings in the management of pupils' behaviour affect learning. At the end of Key Stage 2 the aims of each lesson are effectively shared with the pupils. In the best lessons the assessment of pupils' previous learning is used well in planning activities for the class. The day-to-day assessments of pupils' attainment are satisfactory. Support staff are deployed effectively to help pupils with special educational needs. Teachers make good use of all resources, and have secure subject knowledge. They have high expectations for attainment and usually for behaviour. The reading recovery programme is very well taught and enables pupils who are experiencing difficulties to become more confident readers.

94 The literacy strategy is well developed within the school and managed well by the English co-ordinator. This is having a positive impact on pupils' attainment and progress throughout both key stages. Resources are good and have been specifically targeted to meet the needs of the pupils. In order to raise achievement even further, more difficult texts have been introduced to extend the skills of higher attaining pupils. The library is developing well and is used effectively to support the English curriculum.

#### 94 **Mathematics**

95 Since the last inspection standards in mathematics have remained above the national average at the end of Key Stage 1. At the end of Key Stage 2 standards have fallen, and while there is evidence of improvement, attainment at the end of the key stage is currently below the national average.

96 Standards in the national tests at the end of Key Stage 1 in 1998 were above the national average, and standards in the national tests at the end of Key Stage 2 in 1998 were well below the national average. Compared with schools of a similar type, attainment in mathematics in the 1998 end of Key Stage 1 tests was well above average, whilst at the end of Key Stage 2 it was average. The variation in attainment from Key Stage 1 to Key Stage 2 is due, in part, to the high level of pupil mobility during Key Stage 2.

97 At the end of Key Stage 1 pupils recognise patterns in numbers and have developed a range of strategies for mental calculation which they use in their work. They can perform simple additions and subtractions with increasing accuracy. They can count on and back, and can double and halve numbers. Higher attaining pupils are competent with the early stages of multiplication and division. Pupils can name and describe common shapes using appropriate mathematical language and can produce simple bar charts. The majority of pupils can use and apply mathematics in a range of situations and are learning to make links with other curriculum areas.

98 Many higher attaining pupils leave the school during Key Stage 2. Most of the remaining pupils and those who have joined the school during the key stage attain level 3 by the age of eleven. They are secure in their understanding of place values up to 1000 and in the mental recall of number facts up to 20. Many can carry out quick mental calculations and explain the strategies they have used. In the current Year 6, while many pupils are achieving level 4 in some aspects of mathematics, the proportion of pupils who are secure at this level is below average. Many pupils' understanding of measurement, area, angles, and data-handling is below average. The majority are able to read, write and order fractions and have an understanding of fractions as part of a whole. Most pupils can display and interpret data in a variety of formats.

- 99 In relation to their attainment at five years of age pupils make good progress during Key Stage 1, because they are well taught, especially during Year 2. The recent implementation of the National Numeracy Strategy is having a positive effect on progress, especially during Key Stage 2. However, evidence from teachers' records and from pupils' previous work, indicates that progress over time is only satisfactory in Key Stage 2. This is because of the unsettling effect of pupil and staff mobility and the lack of a well-developed scheme of work prior to the introduction of the National Numeracy Strategy. In both key stages pupils made good progress in most of the lessons observed because the activities set were well matched to their needs and were presented in a lively, challenging and clear manner. In a Year 4 lesson, for example, pupils made good progress in learning mental strategies, such as adding numbers up to 10 and 20 to other two-digit numbers. Pupils with special educational needs make good progress when receiving effective support from classroom assistants.
- 100 The school's teaching of mental mathematics and the introduction of the National Numeracy Strategy are in the early stages of development. Overall, pupils develop competent numeracy skills across many subjects of the curriculum, particularly in science, geography and history.
- 101 Pupils have very good attitudes to learning mathematics in both key stages. They enjoy the subject and in most classes are highly motivated in lessons. They contribute willingly, are able to work independently, and listen carefully to the teacher and to one another. They show sustained levels of concentration and are able to explain what they are doing when asked to do so. They have good working relationships with one another and with their teachers. Pupils respond well to challenging questioning by the teacher, and in many cases are able to ask perceptive questions themselves.
- 102 The quality of teaching is good overall in both key stages, and in Year 2 it is very good. No unsatisfactory teaching of mathematics was seen during the inspection. In the most effective lessons, pupils were involved in challenging practical activities and teachers used questioning skilfully to stretch thinking and aid understanding. Teachers' questioning is informed by a good knowledge of the subject, and pupils' mistakes are used for positive teaching points. The most effective teaching appropriately challenges all pupils at different levels of attainment and has a brisk pace. Teachers make good use of resources, often making them themselves, and they place an appropriate emphasis on practical work, often working with pupils to develop their particular skills and strategies. This is particularly evident in Key Stage 1. Classroom assistants, students on teaching practice and support teachers are well deployed and give very effective support to pupils, especially those with special educational needs. The day-to-day use of assessment is satisfactory. Where it is set, homework makes a satisfactory contribution to pupils' learning.
- 103 The subject is well managed and led. The National Numeracy Strategy is not yet firmly embedded in the work of the school but its further implementation is identified in the school's development plan and will provide a good framework for planning and teaching the curriculum. Some analysis of assessment information is carried out, but at present, there is no evidence of teachers using this information to modify their lessons and their curricular objectives. There is good support for the development of the mathematics curriculum but the systematic monitoring of teaching is unsatisfactory.
- 103 **Science**
- 104 Overall, pupils' performance in science has remained steady since the last inspection. The previous inspection found that attainment at the end of Key Stage 1 was above the national average, but at the end of Key Stage 2 it was below the national average. Currently, the position is very similar to the one seen at that time.
- 105 In 1998, pupils' attainment in teacher assessments at the end of Key Stage 1 was above average. Although the proportion of pupils attaining the expected standard, level 2, was well above the national average, few pupils attained level 3. In comparison with similar schools, attainment at the end of Key Stage 1 is very high. By the end of Key Stage 1, pupils' scientific knowledge and understanding are well developed. They have a good understanding of the functions of the major organs in the human body, they are aware that pushes and pulls are forces that make things move, and they know about the properties of materials, such as

magnets. However, their skills in carrying out experiments and investigations are only average, and few have a sufficiently well-developed understanding of higher level skills, such as fair testing and the ability to record their observations in a variety of ways.

- 106 Performance in end of Key Stage 2 national tests has improved slightly since the last inspection and the gap between the school's results and national performance has narrowed. The proportion of pupils attaining the national expectation, level 4, in 1998 was close to the national average. Nevertheless, attainment in the 1998 national tests was well below average in comparison with all schools because few pupils achieved level 5. In comparison with similar schools, attainment at the end of Key Stage 2 is above average. In 1999, performance fell below that achieved in 1998 because there was a higher than average proportion of pupils with special educational needs. Overall, boys performed slightly better than girls in the national tests between 1995 and 1998. Inspection evidence shows that there is no difference in the attainment of pupils from differing ethnic groups.
- 107 Currently, the attainment of pupils in Year 6 is below that expected nationally. Their skills in experimental and investigative science, such as those of making predictions, performing fair tests and presenting their observations clearly in tables, charts and on simple graphs, are below average. The school is wisely targeting these skills in order to improve pupils' performance. Pupils' knowledge and understanding of science are average for their age. They know about the function of the digestive system and the role of vibrations in the transmission of sound. However, few have sufficiently well-developed knowledge and understanding of science to enable them to attain level 5 by the end of the key stage.
- 108 All pupils, including those with special educational needs, make satisfactory progress in science during Key Stage 1. Pupils' knowledge and understanding of science improves well, but their progress in developing skills in experimental and investigative science is only satisfactory. Progress in Key Stage 1 is affected by the school's approach to the curriculum. In Key Stage 1 science is taught with other subjects as part of a broad topic, such as water. On some occasions, as seen during the inspection, the focus is on other subjects. As a consequence, insufficient emphasis is given to science and this affects the consolidation and progressive development of pupils' scientific skills.
- 108 In Key Stage 2, pupils of all abilities make satisfactory progress in relation to their previous learning. During this key stage, pupils' progress is affected by the changes in the pupil population, which are unsettling. Many higher attaining pupils leave the school before the end of the key stage. The satisfactory progress being made by pupils presently on roll is largely due to the good teaching they are currently experiencing. In a lesson observed in Year 5, for example, pupils of all abilities developed good skills in making predictions and carrying out fair tests, and also in understanding that sound travels well through the air and that various materials can be used to provide sound insulation.
- 109 In both key stages pupils with special educational needs and those for whom English is an additional language make satisfactory progress because they are well supported by the deployment of classroom assistants.
- 110 The attitudes, behaviour and personal development of pupils in both key stages are good. In Key Stage 2 most pupils are well behaved in lessons and collaborate well with one another and with adults. In a Year 6 lesson on heat insulation, pupils concentrated well when recording and plotting data on a graph. Most pupils are willing to suggest answers to questions and participate in class discussions and write about their observations. This contributes well to the development of their skills in English. In several lessons opportunities to involve pupils in planning and carrying out their own investigations were not exploited sufficiently, and this affects the development of independent learning skills.
- 111 During the inspection week there was no opportunity to observe science being taught in Years 1 and 2. Lessons planned for Year 2 did not have a specific science focus and the planned Year 1 lesson was rearranged to enable the class to undertake a numeracy lesson. Consequently, judgements about the quality of teaching at Key Stage 1 are based on the examination of teachers' plans and records, discussions with teachers and pupils, and the scrutiny of pupils' work. On the basis of this evidence the quality of teaching

would appear to be satisfactory overall at Key Stage 1. Teachers' subject knowledge and expertise are satisfactory, as are the methods that they plan to use to teach science. By teaching science through topic work, they enable pupils to make links between scientific knowledge and other subjects, such as mathematics and design and technology. In Year 2, for example, pupils learn about the properties of objects that float and sink and they test the load bearing capacity of model boats made from plastic bottles, recording their results. However, the emphasis that the topic places on other subjects and the lack of regular practice in scientific skills that sometimes occurs result in progress that is only satisfactory over time. Examples of pupils' marked work demonstrate good skills in assessment.

112 In Key Stage 2 the quality of teaching seen was good overall. Teachers' scientific knowledge is good and they have high expectations for pupils' learning and behaviour. Lesson preparation and planning are good. Teachers make effective use of demonstrations to develop pupils' scientific knowledge. Equipment is mostly well used but opportunities to use information technology in science are insufficiently developed. Teachers and other adults establish good relationships with pupils and the management of pupils is good. In the most successful lessons teachers intervene to check pupils' learning and to resolve misunderstandings. Teachers assess pupils well, making good use of questioning to check pupils' learning and of verbal and written comments to help pupils understand what they need to do to improve. The deployment of support staff aids the progress made by pupils with special educational needs and those for whom English is an additional language. Overall, the use of homework to support pupils' learning is satisfactory.

113 The school's policy and scheme of work for science ensure coverage of National Curriculum requirements, but they do not give sufficient guidance on the teaching of experimental and investigative science and on the time to be allocated to science at both key stages. The school's science club and participation in a national award scheme make a positive contribution to pupils' learning. Arrangements for the assessment of pupils' progress in science are satisfactory overall and there are examples of good practice, such as the procedures used to assess Key Stage 1 pupils' attainment and the use of assessment to target skills taught in Year 6. However, there is a lack of opportunity for teachers to compare their judgements of pupils' attainment with one another. The management of science is satisfactory but is hampered by inadequate procedures for monitoring teaching and curriculum effectiveness.

#### 114 **OTHER SUBJECTS OR COURSES**

##### **Art**

114 Pupils make good progress in art during Key Stage 2 and satisfactory progress during Key Stage 1. Early drawing and observation skills are well developed to ensure that, by the end of Key Stage 1, pupils make accurate drawings to illustrate their work. During Key Stage 2 skills are further developed by the teaching of specific techniques, such as charcoal drawing and shading, to enable pupils to produce illustrations for work across the curriculum, especially in history. The focussed time for art during the spring term enables pupils to develop their knowledge of various artists, including Monet and Matisse. The quality of pupils' work in Key Stage 1 matches the expectations for pupils of this age, and that of pupils in Key Stage 2 is above average for their age because they have had a wider range of experiences than most pupils.

115 Lesson observation and discussions with pupils indicate that pupils of all ages enjoy art. They are keen to develop their skills and practise conscientiously. They are willing to listen to advice from teachers and other pupils and delight in each other's success. Their behaviour is good.

116 There were few opportunities to observe the teaching of art during the inspection, but there are indications of some good aspects of teaching. In the Key Stage 2 lesson observed shading techniques were well taught to enable the pupils to reproduce a section of a piece of work by Brueghel. With good encouragement and sound knowledge of the skills required the pupils were able to contribute to a montage depicting a reproduction of Children's Games. The time allocated by the school to focus on art gives pupils good opportunities to work with practising artists on various techniques, including clay work and close observation drawings. They are able to work in studio conditions as well as working in the park. Parents are used effectively to support learning, especially in English, when a talented illustrator was used to bring

pupils' thoughts to life.

117 Art is well managed in the school. The setting aside of a focussed time for art in order to raise its profile works well, and since the last inspection there has been a substantial improvement in provision for art in Key Stage 2. There are sufficient resources to enable art to be taught effectively, and the school's art policy provides satisfactory guidance for teaching this subject.

118

### 118 **Design and technology**

118 Very little design and technology was taught during the inspection period. There was limited evidence of designing and making in the samples of pupils' work seen. Evidence from pupils' work during the current year and the last school year, and from discussions with pupils and teachers, indicates that, overall, pupils' progress in Key Stage 1 is satisfactory in relation to their attainment on starting school. However, in Key Stage 2, the quality of pupils' work is below that expected for their age, and progress in both designing and making is unsatisfactory. The progress made by pupils with special educational needs is also unsatisfactory in Key Stage 2.

119 By the beginning of Year 2, pupils' designing and making skills are developing satisfactorily. They can make simple drawings, for example, to guide their work in making model boats. They make these boats from plastic, string, card and paper and they use simple joining techniques, such as glue and sticky tape, to hold materials together. Overall, the quality of finished work seen in Year 2 is average for pupils of that age.

120 The Key Stage 2 curriculum plan provides satisfactory opportunities for design and technology activities each year. However, the distinction between design and technology and design for art and craft is not sufficiently well understood by some staff. As a consequence, the tasks undertaken by pupils, such as the labels for soft drink cans designed by pupils in Year 3, enable them to make decorative designs but do not teach them about the making process. In Year 5, pupils sketched their designs for clothes made from waste materials, such as spare pieces of fabric, plastic bags, paper and cardboard. Although the materials to be used in the design were listed, the steps in the process were not planned in sufficient detail. The design sketches were not annotated to show which materials and techniques would be used in the making process. The work produced, indicated that skills in joining materials, such as sewing, glue and sticky tape, had not progressed sufficiently in comparison with that used by younger pupils. A fashion show enabled pupils to present their clothes to the school, and this contributed well to pupils' sense of achievement and personal development. In Year 5 pupils also made models of musical instruments, such as a guitar, from wood and hardboard. However, the example seen showed that the pupils' skills in cutting and joining techniques are below those expected for pupils of this age. During the last school year, pupils in Year 6 undertook very little work in design and technology because priority was given to raising standards in English and mathematics.

121 There is insufficient evidence to make secure judgements about pupils' attitudes and behaviour and the quality of teaching in design and technology, as no lessons were observed. However, some factors about teaching were evident in discussions with teachers and in the examination of plans. In Key Stage 1, design and technology activity is planned effectively as part of a wider topic, such as the Year 2 topic on water, and there are satisfactory opportunities for pupils to develop basic skills in designing and making. However, in Key Stage 2, teachers' lack of expertise in this subject results in low expectations for the quality of work that pupils should be able to produce.

122 Design and technology has not been given sufficient attention during the last few years as the school has concentrated on improving standards in literacy. As a consequence, standards in Key Stage 2 have not improved and have declined in relation to those reported in the last inspection. Overall, the leadership given to the development of this subject is poor. The range and organisation of tools and materials available for work in design and technology is unsatisfactory. Curriculum plans and arrangements for the assessment of pupils' progress in design and technology are unsatisfactory.

123 **Geography**

123 Very little geography teaching was seen during the course of the inspection. However, the scrutiny of pupils' work and conversations with pupils indicate that they are making satisfactory progress.

124 In geography, pupils study one topic during the course of each year. They are making satisfactory progress in the development of their geographical skills, and by the end of Year 6 they have a good knowledge of the appropriate vocabulary. For example, they understand the terms 'meanders', 'tributaries' and 'estuaries'. Throughout the school pupils are continually improving their mapping skills. The maps of the journey from school to the River Thames by Year 2 showed satisfactory knowledge of what a map should look like. There are many cross-curricular links, for example, in the study of grid references and compass points, where mathematics plays an important part. In religious education, the work on the Muslim pilgrimage to Mecca - the Hadj - provides strong links with geography. There are good links with science in the study of climate and rocks, and good use is made of computers for research and data handling, particularly when dealing with the topic of weather. The visit to Godstone Farm proved an exciting experience for Key Stage 1 pupils. In Key Stage 2, work on a variety of localities enables pupils to compare and contrast lifestyles in different countries and cultures.

125 Discussions with pupils indicate that their attitudes to geography are good. Pupils enjoy the subject, and work well together in small groups when required to do so. Work is generally neat and well presented.

126 There is insufficient evidence to make judgements about the quality of teaching. Curriculum plans, which follow the national guidelines, indicate that the subject is well covered through the topics studied, which is an improvement on the provision reported at the time of the last inspection. These topics include the investigation of the local area, the weather, the study of a locality in the United Kingdom that provides a contrast with Southwark, and the study of a European locality, Langenhagen, which is twinned with Southwark. Overall, the management of geography is good, particularly with regard to the advice and help given in the areas of teaching and curriculum development. However, resources for geography are inadequate as there is a shortage of atlases and globes. Pupils benefit in their learning by fieldwork and visits to places of interest.

127

127 **History**

127 History, like geography, is taught in topics. At Key Stage 1 pupils study two topics per term, and these include subjects to which pupils can easily relate, such as clothes, toys, holidays, transport and the local area. In Key Stage 2 the topics studied include the Egyptians and the Romans in Year 3, the Tudors in Year 4, and the Victorians in Year 5. In Year 6 work is concentrated on the study of Southwark during World War Two.

128 Pupils at both key stages are making satisfactory progress and the quality of work seen during the inspection matched that expected for their age. At Key Stage 1, for example, pupils develop a satisfactory understanding of the passing of time by learning to construct simple time lines. They are able to make distinctions between the past and the present. At Key Stage 2, pupils have begun to develop a stronger sense of chronology, although many still find it a difficult concept to understand. They are, however, able to describe people's lives in the past and compare this with how we live today. In both key stages pupils with special educational needs make good progress.

129 Pupils' response to history shows keenness and enthusiasm for each topic studied. They enjoy going on visits to historic places and museums and these make a good contribution to their social and cultural development. Behaviour is good, and pupils are attentive and responsive. Boys and girls interact well in their activities and discussions. They settle down well to activities and remain on task for the duration of the lessons.

130 Only a few history lessons were observed during the inspection, and in those lessons the teaching was satisfactory overall. Teaching strengths include the ability to enthuse pupils, good management of

behaviour, and the effective review of learning at the end of lessons.

132 The time allocation for history is appropriate and there is helpful guidance from the school's policy and scheme of work. There is a good range of educational visits to places of historic interest locally, including museums. The use of field trips is also an added benefit for the pupils and the visit to the shore of the River Thames gave pupils quite an insight as to how things have changed. Visiting speakers in the school also have a positive impact on pupils' learning. Resources within the school for history are inadequate but the co-ordinator and the staff make the best out of what they have and what they can borrow. Particularly valuable is the link with South Bank University, whose students bring artefacts and ideas into the school.

132

### **Information technology**

131 Pupils' progress in information technology is unsatisfactory overall, and at the end of Key Stage 2 attainment is well below national expectations. Standards in information technology have fallen since the last inspection. This is largely due to the lack of access to suitable equipment. The school has recently replaced its out-of-date computer hardware, which frequently broke down, with a new system of computers linked to a central network. However, this has not yet improved the situation.

132 At the end of Key Stage 1 attainment is below the national expectation. Pupils attain the national expectation in communicating and handling information, but standards of attainment in controlling and modelling are below those expected. Overall, the progress of all pupils, including those with special educational needs, is unsatisfactory during Key Stage 1. Five year olds in the reception class know that devices, such as a digital camera, can be given signals to make them work. Pupils with special educational needs receive help from classroom assistants in using a mouse to give instructions to a computer program that supports their writing. By the start of Year 2 most pupils know how to log on to the network system. They can use a simple word processing program to assemble text and can use a painting programme to make pictures in art. In mathematics they can enter the results of their investigations using a simple data handling package, printing out bar charts and tables without adult support. However, the development of pupils' skills in giving direct signals and commands to different devices, such as a floor robot, is limited by the lack of suitable equipment.

133 Attainment at the end of Key Stage 2 is well below national expectations. In Year 6, pupils can compile text with a simple word processing package and use drawing programs to produce pictures and text. They know how to log on to the network and the Internet and they can find information from an Internet web site. However, they do not have secure skills in copying and pasting information from one source to another and in controlling and monitoring events and processes and in using information technology based models and simulations.

134 Progress in Key Stage 2 is unsatisfactory because pupils do not have sufficient access to the use of computers and appropriate software. In a few lessons teachers make satisfactory use of information technology to develop pupils' skills in communicating and handling information. In a Year 3 literacy lesson, for example, work on the text studied was reinforced when pupils made effective use of the Internet to find out about Charles Darwin and the Galapagos Islands. In another Year 3 literacy lesson a small group of pupils used the thesaurus in a word processing package to look up synonyms for common words in a written passage they had been given. They confidently described the different stages they went through to use the thesaurus and made satisfactory gains in information technology skills. During a numeracy lesson in Year 5 pupils with special educational needs made satisfactory progress in developing skills in entering information into a data handling program. They needed help from the teacher to store and retrieve their work. However, pupils do not have sufficient opportunities to develop skills in controlling, monitoring and modelling. This is due to a lack of equipment for teaching pupils to give instructions to control devices and events. The school is also experiencing problems with the installation of software programs for exploring variables and programs to enable it to use equipment to teach pupils to monitor external events, such as changes in temperature.

135 Pupils have satisfactory attitudes towards the use of information technology. They take turns in using the

equipment; for example, in Year 5 pupils collaborated well with one another when entering information in a data-handling program. Pupils behave well when using the computer and are willing to take responsibility for their learning, such as when a small group of Year 3 pupils worked together to find synonyms for common words.

136 The quality of the teaching of information technology is unsatisfactory at both key stages, and this affects the progress of all pupils, including those with special educational needs and those for whom English is an additional language. At present the use of information technology to support learning across the curriculum is largely superficial and too little time is devoted to the direct teaching of information technology skills. In many lessons the computer is switched on but no one uses it. During the inspection there were few lessons in which information technology was used. There is little evidence in samples of pupils' work and teachers' plans that all aspects of the subject are taught routinely and systematically. Where information technology skills are taught directly to the class, for example, in Years 2, 3 and 5, teachers' knowledge and understanding of the subject are good. However, most teachers lack expertise in important aspects of the National Curriculum programme of study for Key Stage 2, such as monitoring external events, and they do not plan for the use of information technology as widely as they might. Teachers provide some opportunities for pupils to use computers to support their learning in other subjects, such as English and mathematics. However, expectations for pupils' attainment in information technology are generally too low.

137 The school has already taken action to improve provision for information technology and it is developing effective procedures for the management of this subject. It has, for example, devised a very helpful action plan to further improve resources and to provide staff training. Support for the development of the curriculum and for teaching is good. The school has provided basic training in the use of the new network of computers. Several teachers have undertaken training in the use of the Internet and one has developed skills and confidence in the use of information technology by participating in the scheme to give laptop computers to teachers. However, much remains to be done. At present, the school does not have a suitable scheme of work for information technology, although it is planning to introduce the scheme devised by the Qualifications and Curriculum Authority. Arrangements for assessing and monitoring pupils' learning are poor and procedures for monitoring the teaching of information technology are unsatisfactory.

### 139 **Music**

138 There were few opportunities to observe the teaching of music during the inspection. However, evidence from the scrutiny of pupils' work and records, and from discussions with teachers indicates that pupils make satisfactory progress in music. Early singing skills are well developed to enable pupils to sing in two or three part harmony by the end of Key Stage 2. Technical vocabulary is introduced during lessons in both key stages. During Key Stage 1 pupils learn terms such as forte, piano and staccato, and sing accordingly. This is developed well during Key Stage 2, where pupils learn basic notation and the correct terminology, for example, breve, semi breve, crotchet and minim. Famous composers and modern musicians, including Duke Ellington, are discussed, and pupils learn to value a range of music. Overall, the quality of pupils' work in music is similar to that expected for pupils of a similar age.

139 The pupils enjoy music. They sing tunefully and in harmony. Pupils in Key Stage 1 confidently sing in small groups during assembly and they listen attentively to one another. During the lesson observed in Key Stage 2, pupils answered questions confidently and were keen to learn and to try out their new knowledge when clapping the rhythm of their names.

140 It is not possible to reach a secure judgement about the quality of music teaching as only one lesson was observed. Nevertheless, in the work seen there were indications that aspects of this subject are taught well. In Year 3, for example, the effective collaboration between the teacher and the support teacher, both of whom have good subject knowledge and high expectations, enabled them to provide well-planned activities to extend pupils' understanding of musical vocabulary and the timings of each note.

141 A peripatetic music teacher provides regular tuition for pupils learning to play musical instruments. This teacher also teaches singing to Key Stage 1 pupils during a weekly assembly, introducing them to the use of

musical vocabulary. An assembly for pupils in Key Stage 2 provided an opportunity for pupils to extend their knowledge of musical styles, as they were introduced to the compositions of Duke Ellington by a parent, who is a professional musician. This assembly made a valuable contribution to pupils' cultural development.

- 142 The choir has a positive impact on pupils' attainment in singing and has performed in local festivals. The subject is soundly managed and good use is made of a wide variety of musical instruments. The use of the two specialist teachers on the staff to teach music is effective, and provides support for teachers who lack confidence.

### **Physical education**

- 143 All pupils, including those with special educational needs, make good progress in physical education activities during Key Stage 1. It was not possible to observe lessons in physical education at Key Stage 2 during the inspection, and there is insufficient evidence to enable secure judgements to be made about pupils' progress, attitudes and the quality of teaching. However, discussions with teachers, and the observation of extra-curricular activities and pupils' games during breaks indicate that pupils make satisfactory progress in some aspects of physical education during Key Stage 2.
- 144 Pupils make good progress in gymnastics, games and swimming during Key Stage 1. In Year 1, for example, all pupils make good progress in swimming in the school's own learner pool. They develop confidence in the water and skills in floating. A quarter of the pupils can independently propel themselves through the water when supported by armbands. In outdoor games pupils in Year 2 make good progress in learning the skills of throwing and catching a large ball and passing it from one person to another, and in collaborating with one another in a team game. Overall, pupils' skills in games are average for their age. In gymnastics, Year 2 pupils make satisfactory progress in developing skills in balancing, rolling, jumping and vaulting, performing their movements with satisfactory accuracy.
- 145 Curriculum plans indicate that pupils in Key Stage 2 have weekly opportunities for gymnastics, and that games, dance, athletics, and outdoor and adventurous activities are taught as part of a regular cycle of activity. At present, the school does not have access to the local swimming pool, which is temporarily closed for repair, and the constraints of time and cost make travel to another pool unviable. As a consequence, it is not possible for the school to develop pupils' swimming skills during Key Stage 2. Pupils play a good variety of games in the school playground, such as skipping and 'big hand tennis'. The Irish Dancing Club enables some pupils to make good progress in putting together a sequence of movements involving intricate steps and in co-ordinating their movements in time with one another. Pupils have good opportunities to participate in extra-curricular sports, which include football, netball, cricket and athletics. They also take part in various competitions with other local schools, such as five-a-side football and the Southwark Festival of Sport, which includes rounders and rugby. Pupils play a variety of games in the playground and demonstrate satisfactory skills in ball control.
- 146 In Key Stage 1, pupils' attitudes and behaviour in physical education lessons are good. They change quickly for physical education and they work well together in small groups, taking turns and trying out new ways of passing the ball to one another. They respond well to instructions and have good relationships with their teachers and other adults.
- 147 The quality of teaching in Key Stage 1 is good. Teachers have good expectations for pupils' learning and they manage pupils' behaviour well. They coach pupils well in developing physical education techniques and encourage them to move safely and imaginatively. In games lessons in Year 2, for example, the teacher demonstrated ball-passing techniques skilfully. Pupils are encouraged to evaluate and improve their performance by watching that of others. Teachers' subject knowledge is good and resources are organised effectively. Lesson plans are mostly satisfactory and time is used effectively. Classroom assistants and voluntary helpers are effectively deployed to support pupils' learning. In swimming, the accurate assessment of pupils' skills enables the teacher to tailor activities to individual needs. In some lessons teachers and other adults do not change into suitable clothing and shoes, and this does not set a good example to pupils.

148 Much has been done to improve provision for physical education since the last inspection. There has been satisfactory leadership for the development of this subject. The school's involvement in a nationally funded scheme provides good access to a wide variety of equipment.

150 **Religious Education**

149 Pupils' attainment at the end of both key stages is in line with the standards expected by the Southwark Religious Education Syllabus.

150 By the end of Key Stage 1, pupils have a general knowledge of the festivals of Christmas, Easter, Hanukkah and Diwali. They know that Christians go to church to pray, while Muslims go to the mosque. They can name the two key figures of these religions. At the end of Key Stage 1 pupils show an understanding of stories from other faiths, such as that of the creation.

151 During Key Stage 2, pupils learn about Christianity and other world religions, such as Buddhism, Hinduism, Judaism, Islam and Sikhism. By the end of the key stage they have a satisfactory knowledge of the main religions and are able to recall the main differences between them and the meaning of the various symbols of each religion. After the lesson on Sikhism, for example, the class knew the importance and significance of the '5Ks'.

152 Most pupils make satisfactory progress in religious education and are beginning to understand its importance. Pupils with special educational needs make good progress because they are well supported by classroom assistants.

153 Pupils work well and are enthusiastic and keen to demonstrate their knowledge. In lessons pupils listen well to one another and are able to take turns. They listen carefully to instructions and remain on task during written exercises. The curriculum is enhanced by educational visits. For example, during the inspection week, Year 1 went on a visit to the Metropolitan Tabernacle, a ten minute walk from the school. Other visits are arranged when appropriate. Relationships between teachers and pupils are good and provide a good model for pupils to copy in their relationships with each other.

156 The teaching observed was satisfactory in both key stages. Lessons are well planned and move at a brisk pace. There are boxes of artefacts, which help in the teaching of the various religions, but the subject is still short of resources in certain areas, for example Sikhism. The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.

156

156 **PART C: INSPECTION DATA**

156 **SUMMARY OF INSPECTION EVIDENCE**

154 The team comprised four inspectors who spent a total of 14 inspector days in school gathering evidence. During the week, inspectors observed 43 lessons in whole or part over a total of 33.2 hours. Inspectors also observed registrations, assemblies and a range of extra-curricular activities. Approximately seven hours were spent in direct interactions with pupils and eleven hours in the evaluation of samples of pupils' work. All classes were seen during the inspection and all teachers with timetables who were in school during the inspection were observed several times. Planned discussions were held with members of staff and with members of the governing body. Inspectors examined the written work of many pupils and evaluated many classroom displays. The work of a representative sample of pupils from each year group was inspected. Planned discussions were held with pupils in Years 5 and 6 and informal discussions were held with many other pupils. A large amount of documentation provided by the school was analysed before and during the inspection. Before the inspection, the registered inspector held meetings with the chair of governors, the headteacher, school staff and governors. The team considered 36 responses from parents to a questionnaire about the school and some parents wrote to the inspection team about their concerns. Before the inspection, the registered inspector held a meeting with 24 parents to obtain their views about the school.

158 **DATA AND INDICATORS**

158 **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Reception - Y6	194	7	53	99
Nursery Unit	21	0	1	5

158 **Teachers and classes**

158 **Qualified teachers (Reception – Y6)**

Total number of qualified teachers (full-time equivalent):	10
Number of pupils per qualified teacher:	18.3

158 **Education support staff (Reception – Y6)**

Total number of education support staff:	12
Total aggregate hours worked each week:	186.5

158 **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	21

158 **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	2
Total aggregate hours worked each week:	57.5
Average class size:	27.7

158 **Financial data**

Financial year:	1998-99
	£
Total Income	534968
Total Expenditure	538125
Expenditure per pupil	2261.03
Balance brought forward from previous year	3330
Balance carried forward to next year	173

Number of questionnaires sent out: 224  
 Number of questionnaires returned: 36

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	46	37	11	3	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	55	28	6	11	0
The school handles complaints from parents well	39	33	22	6	0
The school gives me a clear understanding of what is taught	36	36	25	3	0
The school keeps me well informed about my child(ren)'s progress	34	46	20	0	0
The school enables my child(ren) to achieve a good standard of work	42	42	11	5	0
The school encourages children to get involved in more than just their daily lessons	51	29	14	3	3
I am satisfied with the work that my child(ren) is/are expected to do at home	33	42	11	11	3
The school's values and attitudes have a positive effect on my child(ren)	37	49	14	0	0
The school achieves high standards of good behaviour	49	39	9	3	0
My child(ren) like(s) school	53	39	8	0	0

### 158 Other issues raised by parents

In letters and at the meeting with inspectors a few parents expressed concerns about the difficulty experienced in approaching the school with questions and problems, about a lack of consistency in the setting of homework, and about the inadequacy of information given on what is taught.